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ABSTRACT

Worldwide educational indicators are presented in tables and graphs by region. The indicators are selected to highlight the International Literacy Year and Education for All, two programs of particular importance to the United Nations. Data are presented for the school years beginning in 1970, 1975, 1980, and select years up to 1987. The terms "first level," "second level," and "third level" correspond to elementary, secondary, and higher education, respectively. Selected statistics for developing and developed countries are provided for the following parameters: (1) education preceding the first level; (2) education at the first level; (3) education at the second level; (4) public expenditure on education; (5) demographic and enrollment prospects in the year 2000; and (6) trends and prospects in the area of illiteracy. Twenty-six data tables and 17 figures are provided. Two additional tables present enrollment by level of education and percent female and selected indicators summarized by country for around 1987. (SLD)

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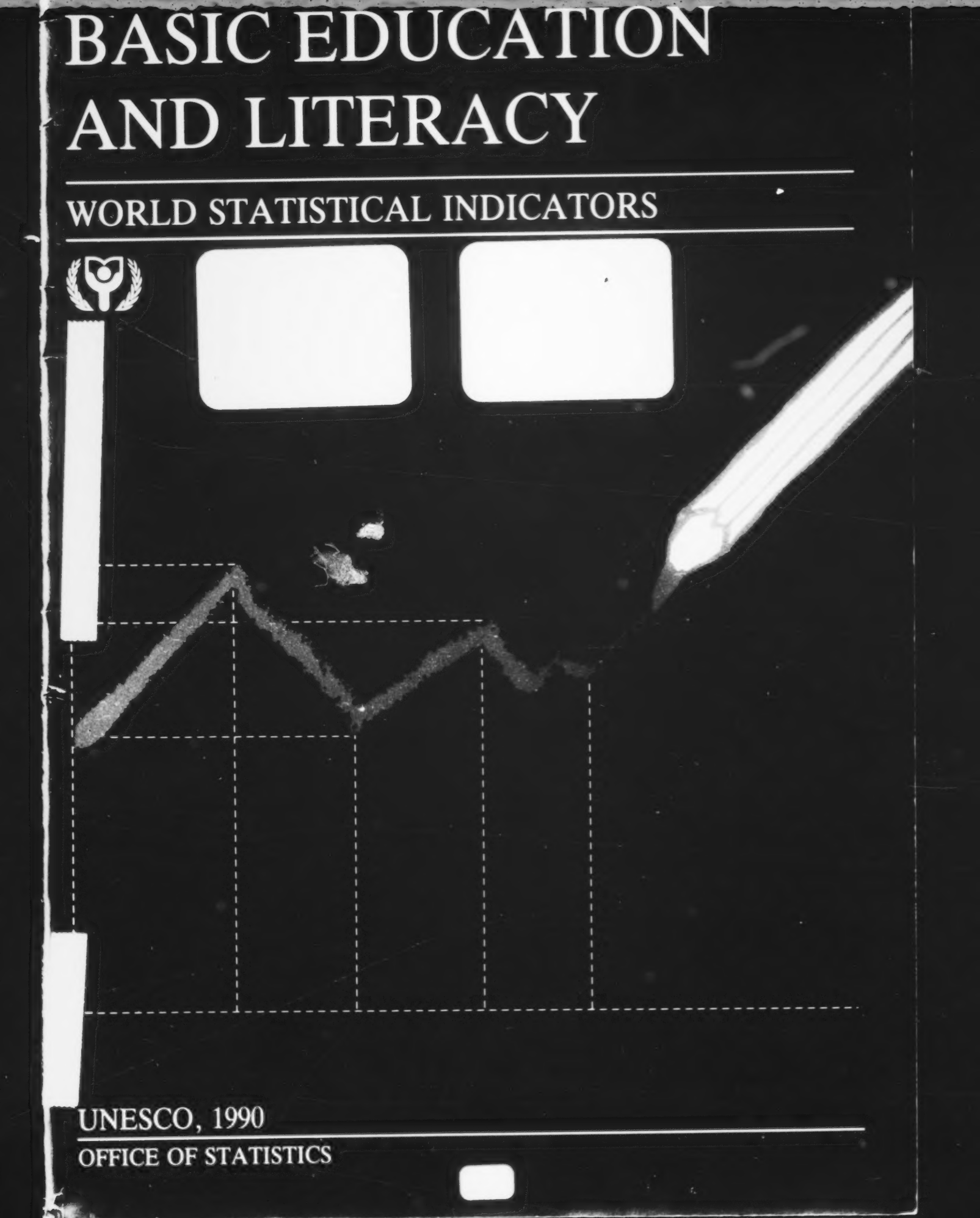
BASIC EDUCATION AND LITERACY

WORLD STATISTICAL INDICATORS



UNESCO, 1990

OFFICE OF STATISTICS

BASIC EDUCATION AND LITERACY

WORLD STATISTICAL INDICATORS

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Preface

The aim of this report is to highlight salient developments in education. The approach adopted is to present in a summarized manner educational indicators either in a tabular or graphical form by region. Textual material is reduced to a minimum. This style of presentation was preferred in an attempt to simplify the nature of statistical documents with a view to enlarging the readership. Specialized statistical documents exist on the topics discussed in this report and the reader is, in particular, referred to Unesco's Statistical Yearbook.

The indicators presented in this report are selected to highlight two particular themes - International Literacy Year and Education for All - of major concern to Unesco. More detailed statistical data would have enabled the computation and publication of other relevant analytical indicators, permitting the incorporation of additional subjects related to the two major topics. It is hoped that efforts both at the national and international levels will be directed towards improving the quantity and quality of the statistical information in the future.

Explanatory Notes

The composition of the regions presented in this report is shown in Annex 2, which gives selected educational indicators by country.

The Developing Countries are sub-divided into Sub-Saharan Africa, Arab States, Latin America and the Caribbean, Eastern Asia, Southern Asia and Oceania. It should be noted that some countries are classified both as Sub-Saharan Africa and Arab States. Thus, the totals shown in the Tables do not always correspond to the sums of their components. Further, although none of the sub-regional groups include Cyprus, Turkey and Yugoslavia, statistics for those countries are incorporated in the totals shown for Developing Countries.

Data are normally presented for the school years 1970/71, 1975/76 and later years, but for clarity the notation adopted is 1970, 1975, etc. (i.e. the year in which the school or fiscal year begins). In some cases, when data for one of these years were not available for certain categories, an estimate has been made to obtain comparable coverage for the regional aggregates.

Throughout this report the terms "pre-primary" and "education preceding the first level" are used as synonyms. The same is the case for the terms "primary" and "first level" education, "secondary" and "second level" education, and "higher" and "third level" education.

The gross enrolment ratio is the total enrolment of all ages divided by the school-age population defined in conformity with the official entrance age and the official duration of schooling.

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I. EDUCATION PRECEDING THE FIRST LEVEL

National Systems

The educational regulations governing this level of education are rather flexible and extremely variable from country to country. In both Developing and Developed Countries, the most common entrance age is 3 years and the usual duration is either 2 or 3 years. An entrance age of 4 years with a duration of 2 years is also quite prevalent in Developing Countries.

Enrolment Trends

At this level of education enrolment grew from around 44 million in 1975 to almost 78 million in 1987. Of the 34 million increase, Eastern Asia accounted for 16 million, Latin America and the Caribbean for 7 million and the Developed Countries for 6 million. The increase, especially in the Developing Countries, has resulted in this group of countries accounting for 54% of the World's enrolment at this level of education. The corresponding percentage in 1975 was 32.

Looking at the development of enrolment in the period 1975-1980 and 1980-1987, as would be expected, the average annual growth rate in the Developed Countries is the lowest observed in each of the two periods and this is attributable to the large numbers already enrolled in 1975. As regards the major sub-regions of the Developing Countries, both Latin America and the Caribbean and Southern Asia registered growth rates in excess of 10% in both periods. Relatively large growth rates in the period 1975-1980 were also computed for Sub-Saharan Africa and Eastern Asia.

Private Education

Enrolment in private institutions in 1975 was approximately one-quarter of total enrolment and this proportion declined to around one-fifth in 1987.

The lowest incidence of private enrolment is computed for Eastern Asia (around 12% in the period 1975-1987). The largest proportions were computed for the Arab States (around 82% throughout the period) and for Sub-Saharan Africa (around 55%) although for this sub-region an important decrease occurred between 1975 and 1980 (57% to 41%). This fluctuation is explained by the rapid expansion of pre-primary education by the public authorities, which occurred in the Portuguese-speaking countries immediately after independence and since then, enrolment has consistently declined.

Table 1: Average annual growth rates of enrolment (%)

	1975-1980	1980-1987
WORLD TOTAL	5.8	4.4
DEVELOPING COUNTRIES	12.8	7.7
Sub-Saharan Africa	25.9	3.7
Arab States	9.6	5.6
Latin America and the Caribbean	11.2	10.1
Eastern Asia	13.3	6.7
Southern Asia	10.3	11.9
Oceania	5.7	2.8
DEVELOPED COUNTRIES	1.7	1.2

Figure 1: Enrolment distribution by public and private sectors

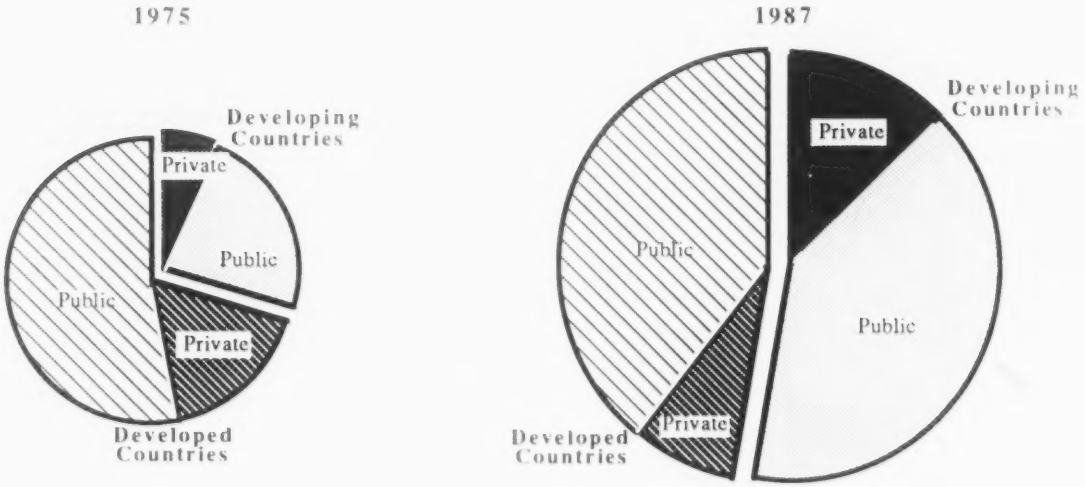


Table 2: Percentage of enrolment in private institutions, developing countries

	1975	1987
Sub-Saharan Africa	57	54
Arab States	83	81
Latin America and the Caribbean	44	26
Eastern Asia	12	11
Oceania	44	46

Relevant data for Southern Asia are not available.

EDUCATION PRECEDING THE FIRST LEVEL

Gross Enrolment Ratios

Gross enrolment ratios at the regional level are adjusted to reflect the different educational systems.

- For the ***Developed Countries***, in 1987, 2 out of 3 children were enrolled in pre-primary education.
- For the ***Developing Countries***, in 1987, 2 out of 10 children were enrolled, but as is to be expected, the coverage by the major sub-regions varies appreciably:
  - For *Latin America and the Caribbean*, in 1987, almost 4 out of 10 children attended pre-primary institutions and for *Eastern Asia* around 3 out of 10 children.
  - For *Sub-Saharan Africa*, *Arab States* and *Southern Asia*, the lowest ratios are obtained.
- Apart from the Arab States and to a much lesser extent Southern Asia, at this level of education parity in enrolment between the sexes exists.

Teaching Staff

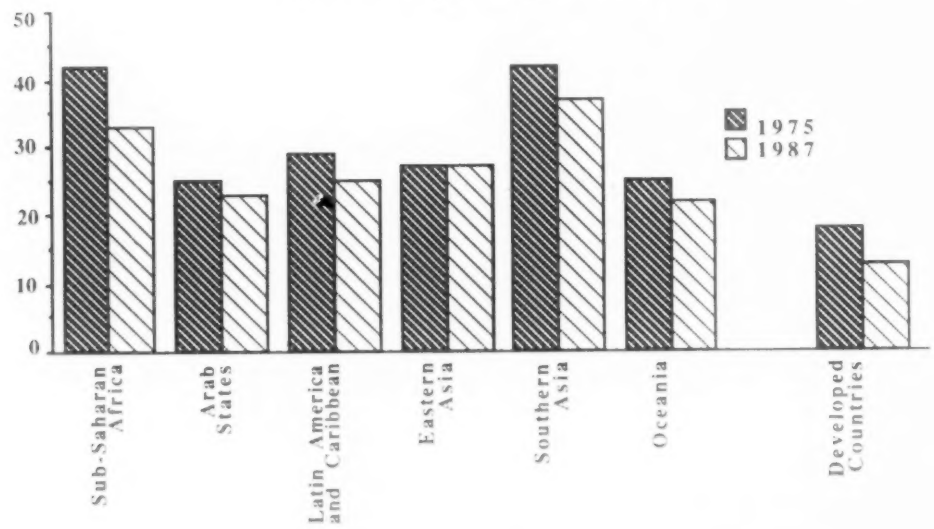
The number of teachers at this level of education doubled between 1975 and 1987 (2.1 to 4.3 million) and the proportion of female teachers remained static (around 95%). In all regions females constituted around 90% of the teaching force except in the Arab States (51%) and Southern Asia (61%).

An indicator which provides a comparative measure between the growth in enrolment and teaching staff is the pupil-teacher ratio. Between 1975 and 1987, this ratio decreased from 20 to 18 for the World, implying that the number of teachers grew at a faster rate than the number of pupils. The lowest value for this ratio in both 1975 and 1987 is computed for the Developed Countries (18 and 13 respectively). The highest values in 1975 were registered by Sub-Saharan Africa and Southern Asia (42) whilst in 1987, this sub-region of Asia also had the highest ratio - on average 37 pupils per teacher.

Table 3: Adjusted gross enrolment ratios by sex (%)

	Year	MF	M	F
WORLD TOTAL	1975	16.7	16.9	16.5
	1980	22.0	22.3	21.7
	1987	28.9	29.4	28.4
DEVELOPING COUNTRIES	1975	6.6	6.9	6.3
of which	1980	12.1	12.5	11.6
	1987	19.6	20.3	19.0
Sub-Saharan Africa	1975	1.8	2.0	1.6
	1980	4.8	5.3	4.3
	1987	4.9	5.0	4.8
Arab States	1975	8.9	11.1	6.6
	1980	12.2	15.3	9.0
	1987	14.0	16.5	11.4
Latin America and the Caribbean	1975	13.1	13.0	13.3
	1980	20.6	20.5	20.7
	1987	37.1	36.9	37.4
Eastern Asia	1975	7.9	8.1	7.7
	1980	16.9	16.9	16.5
	1987	30.7	31.1	30.1
Southern Asia	1975	3.0	3.4	2.5
	1980	4.5	4.9	4.1
	1987	8.7	9.9	7.5
DEVELOPED COUNTRIES	1975	56.1	55.9	56.3
	1980	60.5	60.5	60.5
	1987	65.8	65.8	65.8

Figure 2: Pupil/teacher ratios



II. EDUCATION AT THE FIRST LEVEL

Educational Regulations

The regulations presently existing on entrance age and duration of primary education allow the following conclusions to be derived:

- The most common entrance age for education at the first level is 6 years in 114 countries and territories. The two other most frequent entrance ages are 7 and 5 respectively.
- 100 out of 198 countries and territories have a duration of 6 years (grades) for primary education, with different entrance ages.
- With an entrance age of 6 years, 59 countries have a duration of 6 grades for first level education and 27 countries, 5 grades.
- In 26 countries an entrance age of 7 years together with a duration of 6 grades is observed.

Enrolment Trends

In 1987, enrolment in first level education for the World was estimated at 587 million, increasing from 433 million in 1970 and 555 million in 1980.

- In the Developed Countries a consistent decrease has been observed due to the decreasing primary school-age population.
- In the Developing Countries, in all sub-regions except Eastern Asia, a consistent increase has been observed in the period. In Eastern Asia, the decrease occurring between 1980 and 1987 is attributable to the declining primary school-age population in China.
- Compared to the period 1970-1980, the average annual growth rates of enrolment have been slower in the period 1980-1987 in all Developing regions except Southern Asia.

Private Education

In the decade 1975-1985 private enrolment as a percentage of total enrolment has remained virtually stable and relatively unimportant at the World level (around 6%).

- The lowest incidence of private enrolment throughout the decade (below 8%) is observed in Arab States, Eastern Asia, Southern Asia and Developed Countries.
- By far the highest proportion of private enrolment in primary schools, although marginally lower than in 1975, is observed in Oceania (58%).

Table 4: Distribution of countries according to entrance age and duration

Duration in Years / Entrance Age	3	4	5	6	7	8	9	Total Countries
4						2		2
5			3	13	13	1	1	31
6		6	**27**	**59**	5	16	1	**114**
7		4	5	**26**	6	6	1	48
8	1			2				3
Total Countries	1	10	35	**100**	24	25	3	198

Table 5: Average annual growth rates of enrolment (%)

	1970-80	1980-87
DEVELOPING COUNTRIES	3.7	1.0
Sub-Saharan Africa	8.7	2.5
Arab States	5.0	4.1
Latin America and the Caribbean	3.2	1.6
Eastern Asia	3.2	-1.1
Southern Asia	3.0	3.3
Oceania	2.9	2.6
DEVELOPED COUNTRIES	-1.1	-0.2

Table 6: Percentage of enrolment in private institutions

	1975	1980	1985
WORLD TOTAL	6.2	6.2	6.5
DEVELOPING COUNTRIES	5.5	5.8	6.1
Sub-Saharan Africa	19.9	13.9	16.6
Arab States	4.7	3.4	3.6
Latin America and the Caribbean	11.9	11.8	12.3
Eastern Asia	3.0	3.4	3.4
Southern Asia	4.6	5.7	5.5
Oceania	62.5	59.3	58.4
DEVELOPED COUNTRIES	8.2	7.6	7.6

EDUCATION AT THE FIRST LEVEL

Gross Enrolment Ratios

Gross enrolment ratios are used to assess the coverage of a particular level of education. At the regional level, these ratios are adjusted to reflect the diversity of educational systems by country.

- In 1987 in the World, there are enough school places to enrol everyone of primary school-age. This observation is equally valid for the Developed Countries and the Developing Countries taken separately.
- For the major sub-regions of the Developing Countries there is a wide dispersion in the values of the ratios. In 1987 for Eastern Asia and Latin America and the Caribbean, the ratios are substantially above 100% indicating a surplus of school places attributable to late entrance to primary education and repetition.
- For Sub-Saharan Africa, Arab States and Southern Asia, the capacity to enrol all children of primary school age still does not exist. Although for the Arab States and Southern Asia the coverage of primary education has been consistently increasing, for Sub-Saharan Africa since the appreciable increase of the ratio from 46% in 1970 to 77% in 1980, a decrease has been observed. In 1987 the ratio was 72%.

Sex Disparities

The enrolment data by sex for primary education imply :

- Parity in access between the sexes in the Developed Countries and Latin America and the Caribbean exists.
- Eastern Asia and Oceania are on the verge of achieving parity in enrolment by sex.
- In Sub-Saharan Africa, Arab States and Southern Asia although female enrolment is progressing at a faster rate than that for males, parity in access remains a distant goal and this sex disparity is a major obstacle to the achievement of universal primary education.

Teaching Staff

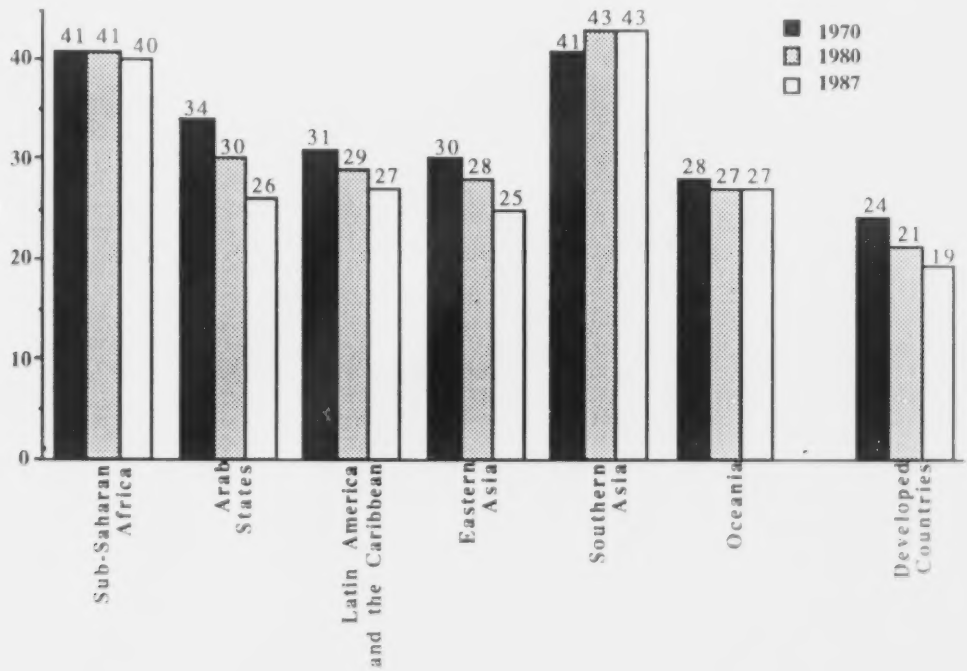
The number of primary school teachers in the World increased between 1970 and 1987 from 14.3 to 21.8 million. The pupil/teacher ratio in the same period declined from 30 to 27 indicating that recruitment of teachers occurred at a faster rate than the increase in enrolment. By major region it may be said that :

- Females constitute about 3/4 of the teaching force in the Developed Countries and Latin America and the Caribbean.
- For Southern Asia and Sub-Saharan Africa females constitute 30-34% of first level teachers, the lowest proportions of the sub-regions considered.
- The pupil/teacher ratio decreased consistently in the Developed Countries, Arab States, Eastern Asia and Latin America and the Caribbean.
- In Oceania and Sub-Saharan Africa, the number of pupils per teacher may be considered stable whilst for Southern Asia the ratio increased.

Table 7: Adjusted gross enrolment ratios by sex (in %)

	Year	MF	M	F
WORLD TOTAL	1970	89	96	81
	1980	96	104	88
	1987	100	106	93
DEVELOPING COUNTRIES	1970	84	93	74
of which	1980	95	104	85
	1987	99	107	91
Sub-Saharan Africa	1970	46	57	36
	1980	77	87	67
	1987	72	80	64
Arab States	1970	63	78	46
	1980	80	93	67
	1987	83	93	72
Latin America and the Caribbean	1970	91	92	89
	1980	105	106	103
	1987	108	110	106
Eastern Asia	1970	102	108	95
	1980	110	117	102
	1987	121	126	115
Southern Asia	1970	71	87	53
	1980	77	92	61
	1987	86	99	72
DEVELOPED COUNTRIES	1970	104	104	104
	1980	101	102	101
	1987	102	102	101

Figure 3: Pupil/teacher ratios



School Survival

Once enrolled in school, children are expected to stay in the system a minimum amount of time; in Developing Countries particularly, where the stress is still on universal primary education, leaving school before completion is clearly not compatible with this goal.

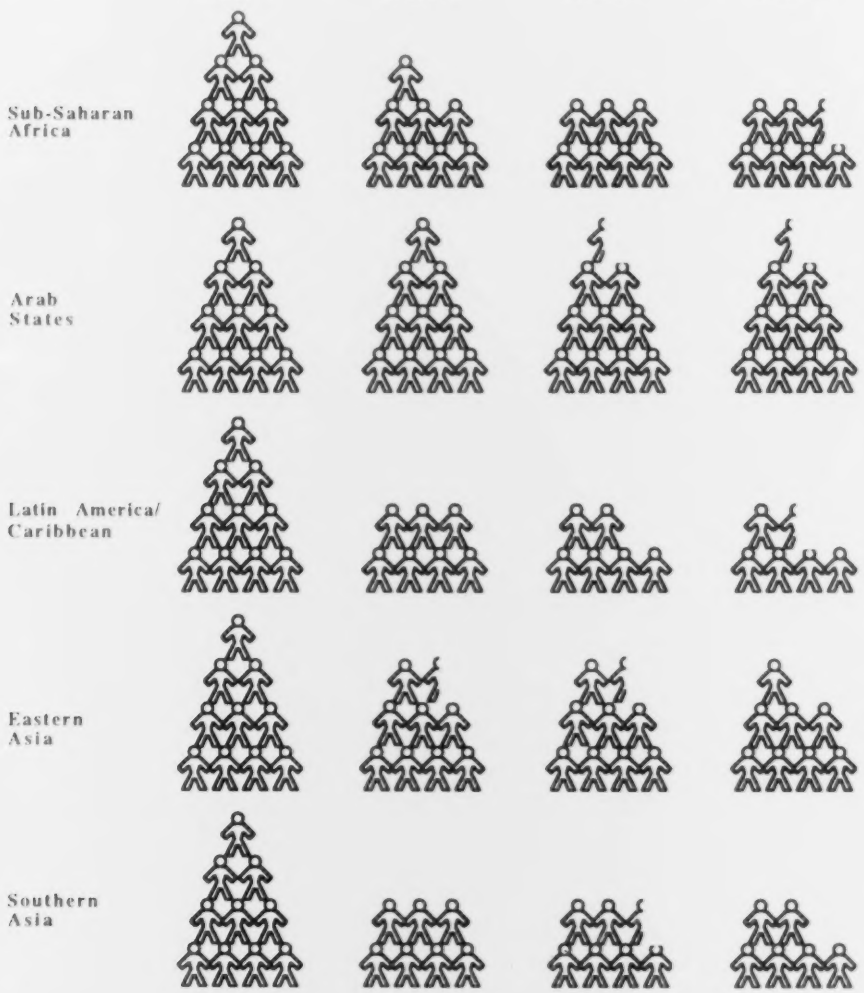
The completion of 4 grades of primary education is considered a pre-requisite for children to become literate. Based on the apparent cohort method, the estimates of survival to grade 4 suggest:

* In the Developed Countries, practically all children reach grade 4.
* For the Arab States, survival to grade 4 (93% in 1986) has improved since 1975.
* For Eastern Asia, an improvement in retention has been registered but presently just under 80% of pupils attain the 4th grade of primary education.
* For Latin America and the Caribbean, Southern Asia and Sub-Saharan Africa, the retention rates are relatively low (in 1986 between 55-66% of students reached grade 4) and an important proportion of pupils do not reach grade 2 (30% for Southern Asia and Latin America and the Caribbean, and 20% for Sub-Saharan Africa). These figures cast doubt on the extent to which the educational systems of the countries in these sub-regions, despite the rapid growth of enrolment during the last 17 years, were able to have a positive impact on the problem of illiteracy. Together with survival should be considered the subject of repetition. The sparse available data (from the Annex 2 it will be seen that for many of the Developing Countries of Asia and Africa these statistics are not available) show that presently repetition is relatively low in the Developed Countries (around 2% of total enrolment) and appreciable in the Arab States (11%) and Latin America and the Caribbean (14%).

Table 8: Apparent survival rates

	Initial Year	Percentage of Cohort Reaching Grade 1	2	3	4
DEVELOPING COUNTRIES					
Sub-Saharan Africa	1975	100	79	72	64
	1986	100	79	72	66
Arab States	1975	100	94	88	88
	1986	100	99	95	93
Latin America and the Caribbean	1975	100	65	56	49
	1986	100	70	61	55
Eastern Asia	1975	100	82	77	71
	1986	100	87	83	78
Southern Asia	1975	100	70	60	50
	1986	100	69	65	59
DEVELOPED COUNTRIES	1975	100	97	96	96
	1986	100	98	97	97

Figure 4: Apparent survival rates, developing countries, initial year 1986



III. EDUCATION AT THE SECOND LEVEL

Second level education in most countries is normally subdivided into two stages whilst in some no distinction is made due to the relatively long duration of primary education. The analysis contained in this section does not make this differentiation. However to the extent possible, the statistics covering this level of education include its component parts - general, teacher training and vocational.

National Systems

* The most common entrance age for second level general education is 12 years (81 out of 198 countries and territories);
* Other frequent entrance ages are 11, 13 and 14 years;
* The most common duration is 6 years and 7 years;
* In general the earlier the entrance age, the longer the duration and conversely, the later the age of entrance the shorter the duration of this level of education. This is mainly explained by the duration of primary education which in some countries includes what is considered to be the first stage of second level general education in others.

Enrolment Trends

For all types of second level education, enrolment for the World increased from 159 million in 1970 to 290 million in 1987. The Developing Countries accounted for 119 of the 131 million increase.

The combined enrolment of the two major sub-regions of Asia, grew in the period by 80 million. For all regions except for Southern Asia, enrolment grew at a faster rate between 1970-80 than in the period 1980-87.

Private Education

In the decade 1975-1985, private enrolment in second level general education has remained virtually stable at the World level (around 11%).

* The lowest incidence of private enrolment throughout the decade is observed in Arab States, Eastern Asia and Developed Countries (11% or lower);
* Although almost 1 out of 2 students in Southern Asia were enrolled in private institutions in 1975, this proportion has consistently declined so that in 1985 there were just under 2 out of 5 students enrolled in these schools;
* Respectively, around 20% and 25% students are enrolled in private schools in Latin America and the Caribbean and Sub-Saharan Africa;
* The highest incidence of private enrolment in secondary schools occurs in Oceania (about 2 out of 3 students) a proportion which has not changed significantly since 1975.

Table 9: Distribution of countries according to entrance age and duration of general education

Duration in Years / Entrance Age	2	3	4	5	6	7	8	Total Countries
10							9	9
11				5	11	**26**	3	45
12			1	17	**38**	**25**		**81**
13			4	7	12	8		31
14	1		14	5	3	1		24
15	1	1	4		1			7
16		1						1
Total Countries	2	2	23	34	**65**	**60**	12	198

Table 10: Average annual growth rates of enrolment (%)

	1970-80	1980-87
WORLD TOTAL	4.4	2.4
DEVELOPING COUNTRIES	7.0	3.4
Sub-Saharan Africa	12.4	8.3
Arab States	9.5	6.6
Latin America and the Caribbean	8.9	4.1
Eastern Asia	7.6	0.9
Southern Asia	4.4	5.8
Oceania	5.5	2.7
DEVELOPED COUNTRIES	1.2	0.4

Table 11: Percentage of private enrolment in general education

	1975	1980	1985
WORLD TOTAL	10.5	10.3	11.8
DEVELOPING COUNTRIES	11.8	10.7	12.8
Sub-Saharan Africa	20.9	18.3	24.1
Arab States	11.2	6.2	5.4
Latin America and the Caribbean	27.1	22.8	20.1
Eastern Asia	6.2	6.6	9.4
Southern Asia	47.9	39.2	37.1
Oceania	68.9	71.6	65.2
DEVELOPED COUNTRIES	9.1	9.6	10.2

EDUCATION AT THE SECOND LEVEL

Gross Enrolment Ratios

Adjusted to reflect the diversity of national education systems, at the regional level the gross enrolment ratios for all types of secondary education suggest :

* The Developed Countries are on the verge of enrolling all youth of secondary school age;
* Latin America and the Caribbean, the Arab States and Eastern Asia have the capacity to enrol between 45-55% of the population of secondary school age;
* Southern Asia's secondary school capacity is about one third of the corresponding population and Sub-Saharan Africa around one quarter.
* In all developing sub-regions significant increases in the ratios have been observed since 1970.

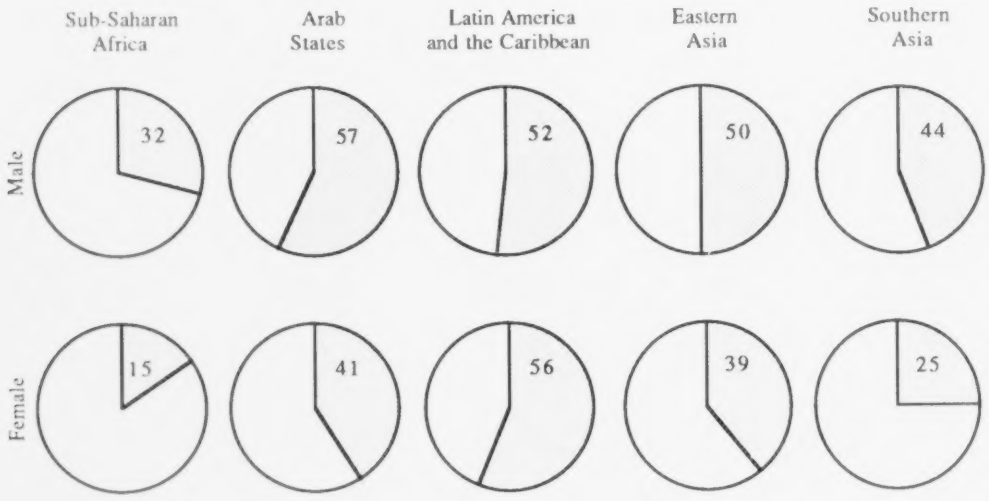
Sex Disparities

* For the Developed Countries and Latin America and the Caribbean parity between the sexes in access to secondary education has existed since 1970;
* Significant progress has been made in the Arab States towards the goal of equal access by sex;
* Eastern Asia and Oceania have marginally increased the proportion of females enrolled since 1970;
* Southern Asia has made some progress but presently only 1 out of 3 students enrolled is female. The same proportion also exists in Sub-Saharan Africa but female participation has remained practically static since 1970.

Table 12: Adjusted gross enrolment ratios by sex (in %)

	Year	MF	M	F
WORLD TOTAL	1970	36	41	32
	1980	45	50	39
	1987	49	54	43
DEVELOPING COUNTRIES	1970	24	30	18
of which	1980	35	42	29
	1987	40	47	33
Sub-Saharan Africa	1970	7	10	4
	1980	17	22	11
	1987	24	32	15
Arab States	1970	20	28	13
	1980	38	47	29
	1987	49	57	41
Latin America and the Caribbean	1970	26	26	25
	1980	45	44	45
	1987	54	52	56
Eastern Asia	1970	29	33	24
	1980	44	50	37
	1987	45	50	39
Southern Asia	1970	22	31	13
	1980	27	35	18
	1987	35	44	25
DEVELOPED COUNTRIES	1970	77	77	76
	1980	84	83	86
	1987	91	91	92

Figure 5: Adjusted gross enrolment ratios by sex (%), developing countries, 1987



EDUCATION AT THE SECOND LEVEL

Second Level Education by Type

* General education constitutes the bulk of second level education (87% in 1987) and Teacher Training is minimal.

* The proportion of students enrolled in vocational education in the World has consistently grown, although by major regions different trends are observed. In particular, in relative terms, the increasing trends in the Developed Countries and Eastern Asia and the decrease in Latin America and the Caribbean should be highlighted.

* Female enrolment in teacher training is particularly important in the Developed Countries and Latin America and the Caribbean and this is reflected in the sex composition of the teaching force for pre-primary, primary and secondary education.

* No significant difference exists between the proportion of females enrolled in general and vocational education at the World level (around 43%).

Teaching Staff

* The number of secondary school teachers increased from 8.8 million in 1970 to 17.5 million in 1987 with the two major sub-regions of Asia accounting for around 5 million of this expansion.

* In the World, females account in 1987 for around 41% of the teachers employed.

* In the Developed Countries and Latin America and the Caribbean females comprise respectively 53% and 49% of the teaching force. For the remaining major sub-regions the corresponding proportions are in the range 25-37%.

* The expanded teaching force has resulted in a gradual decline in the number of pupils per teacher for general education (19 in 1970 to 17 in 1987) at the World level.

* The most significant decreases in the pupil/teacher ratios are registered in the Arab States, Eastern Asia and Oceania.

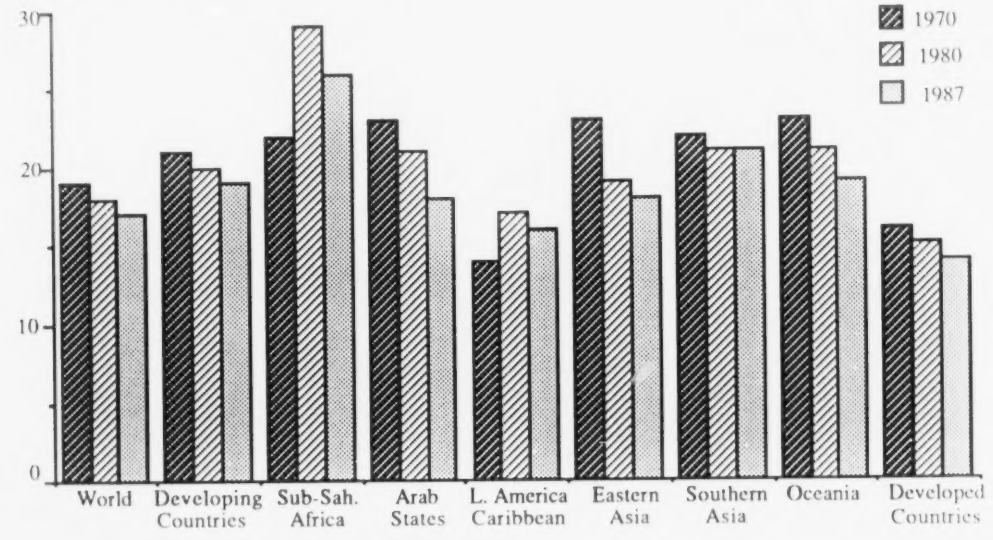
* In both Sub-Saharan Africa and Latin America and the Caribbean between 1970 and 1980 the number of pupils per teacher increased and since then a decrease has been observed. In both cases this ratio is presently higher than the corresponding value in 1970.

EDUCATION AT THE SECOND LEVEL

Table 13: Enrolment by type of education (in %)

	Year	General	Teacher Training	Vocational
WORLD TOTAL	1970	89	1	10
	1980	88	1	11
	1987	87	1	12
DEVELOPING COUNTRIES	1970	92	1	7
	1980	91	2	7
	1987	90	1	9
Sub-Saharan Africa	1970	86	6	8
	1980	87	7	6
	1987	89	5	6
Arab States	1970	87	2	11
	1980	88	2	10
	1987	87	2	11
Latin America and the Caribbean	1970	64	7	29
	1980	72	4	24
	1987	74	3	23
Eastern Asia	1970	95	1	4
	1980	94	1	5
	1987	90	1	9
Southern Asia	1970	99	0	1
	1980	98	0	2
	1987	98	0	2
Oceania	1970	88	3	9
	1980	88	2	10
	1987	87	1	12
DEVELOPED COUNTRIES	1970	86	1	13
	1980	82	1	17
	1987	80	1	19

Figure 6: Pupil/teacher ratios in general education



IV. PUBLIC EXPENDITURE ON EDUCATION

Growth in relation to GNP

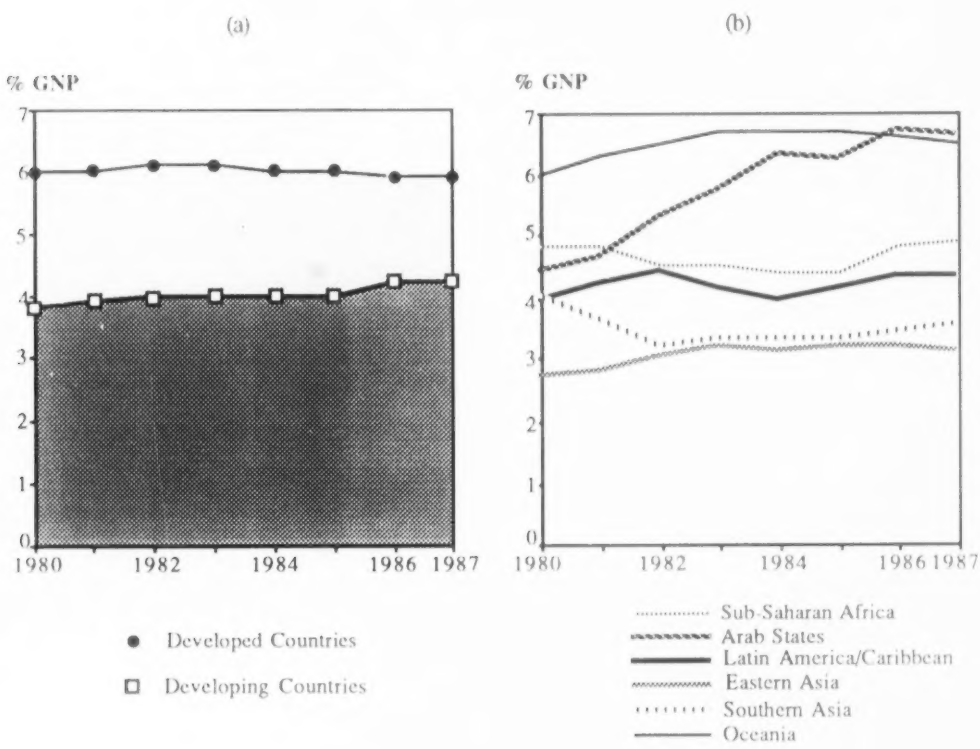
- World public expenditure on education as a percentage of GNP increased during the mid-1970s as the consequence of increases in both developed and developing countries, but in the 1980s it slipped back to the level of the early 1970s mainly as the result of a decrease in developed countries;
- In developing countries, public expenditure on education increased rapidly in relation to GNP during the early to mid-1970s and then more slowly during the 1980s;
- In the early 1980s, public expenditure on education as a percentage of GNP declined in Sub-Saharan Africa and Southern Asia, but increased in Arab States, Latin America and the Caribbean, Eastern Asia and Oceania;
- In the mid to late 1980s, public expenditure on education as a percentage of GNP increased in Sub-Saharan Africa and Southern Asia but levelled off or declined slightly in the other regions.

Data for the following countries are not included in the World total nor in the totals by region: Albania, Democratic Kampuchea, Dem. People's Rep. of Korea, Lao People's Dem. Rep., Lebanon, Mongolia, Mozambique, South Africa and Viet Nam.

Table 14: Public expenditure on education as a percentage of GNP

	1970	1975	1980	1985	1986	1987
WORLD TOTAL	5.5	5.8	5.5	5.6	5.6	5.6
DEVELOPING COUNTRIES	2.9	3.6	3.8	4.0	4.2	4.2
Sub-Saharan Africa	3.1	3.9	4.8	4.4	4.8	4.9
Arab States	5.0	5.9	4.4	6.2	6.7	6.6
Latin America/Caribbean	3.3	3.6	3.9	4.1	4.3	4.3
Eastern Asia	1.9	2.2	2.7	3.2	3.2	3.1
Southern Asia	2.6	3.1	4.0	3.3	3.4	3.5
Oceania	7.0	7.7	6.0	6.7	6.6	6.5
DEVELOPED COUNTRIES	6.0	6.3	6.0	6.0	5.9	5.9

Figure 7: Public expenditure on education as a percentage of GNP



Growth in constant prices

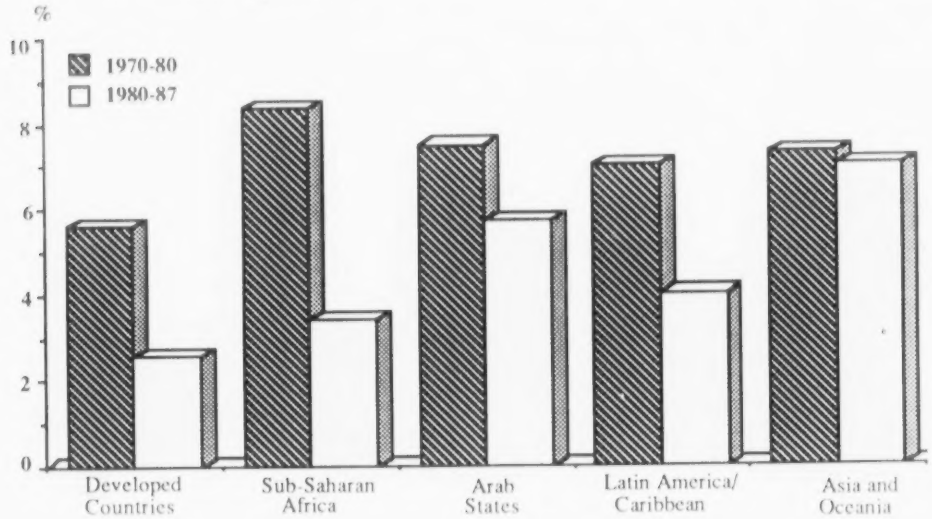
- Growth of public expenditure on education, measured in constant prices, was slower in the 1980s compared to the 1970s in both developed and developing countries; the median growth rate for 117 developed and developing countries during the 1980s (3.8 per cent per year) was around half of the corresponding rate during the 1970s (7.0 per cent per year);
- Among developing countries the sharpest falls in the median growth rates were in Sub-Saharan Africa and Latin America and the Caribbean; the slowdown was less marked in the Arab States, and in Asia and Oceania;
- During the 1980s, 9 out of 37 Sub-Saharan African countries and 10 out of 28 countries in Latin America and the Caribbean had negative growth rates for public expenditure on education.

Table 15: Number of countries by average annual growth rate of public expenditure on education in constant prices

Growth Rate (% per year)	World		Developed Countries		Developing Countries	
	1970-80	1980-87	1970-80	1980-87	1970-80	1980-87
-5.0 and under	-	6	-	-	-	6
-4.9 to 0	6	16	-	3	6	13
0.1 to 5	28	56	11	21	17	35
5.1 to 10	54	30	13	1	41	29
10.1 to 15	21	8	1	-	20	8
Over 15	8	1	-	-	8	1
Total Countries	117	117	25	25	92	92
Median Growth Rate	7.0	3.8	5.6	2.6	7.3	4.4

Growth Rate (% per year)	Sub-Saharan Africa		Arab States		Latin America/ Caribbean		Asia and Oceania	
	1970-80	1980-87	1970-80	1980-87	1970-80	1980-87	1970-80	1980-87
-5.0 and under	-	3	-	1	-	3	-	-
-4.9 to 0	2	6	2	1	2	7	-	-
0.1 to 5	6	17	-	4	7	11	4	2
5.1 to 10	15	8	6	5	13	5	8	11
10.1 to 15	8	3	3	1	6	2	3	2
Over 15	6	-	2	1	-	-	-	-
Total Countries	37	37	13	13	28	28	15	15
Median Growth Rate	8.4	3.4	7.5	5.7	7.0	4.0	7.3	7.0

Figure 8: Median growth rates of public expenditure on education in constant prices



PUBLIC EXPENDITURE ON EDUCATION

Share of Education in Total Government Expenditure

- The median share of education in total government expenditure was somewhat higher in developing than in developed countries in both 1970 and 1985 but was little different during the intervening period;
- Since the early 1970s, the general trend in the median share of education in total government expenditure has been:
  - A continuing decline in the developed countries;
  - A decline in the developing countries until the early 1980s, since when an increase has been registered.

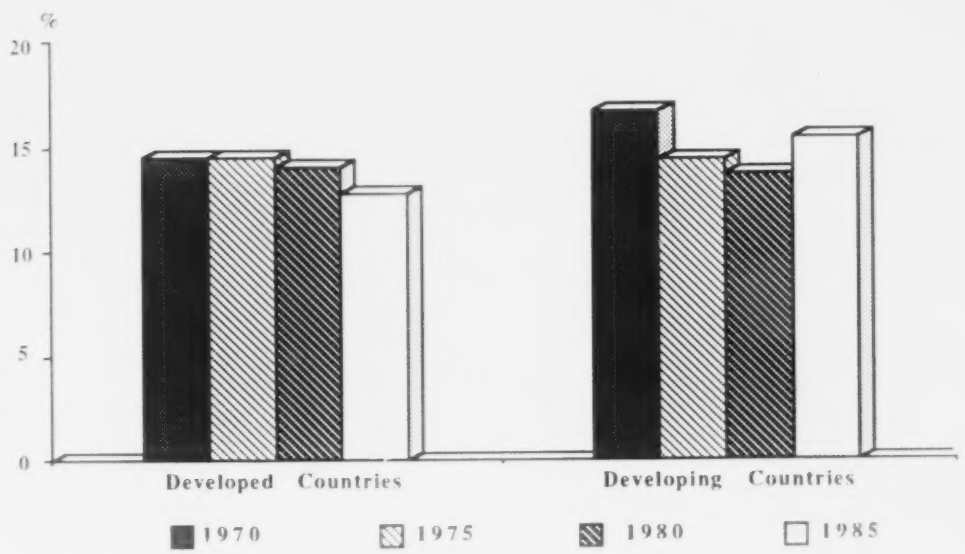
Table 16: Number of countries by percentage share of education in total government expenditure

% share of education in total government expenditure	Developed Countries				Developing Countries			
	1970	1975	1980	1985	1970	1975	1980	1985
5.0 and under	-	1	-	-	3	2	2	1
5.1 to 10	5	4	6	7	5	10	11	11
10.1 to 15	7	9	10	9	15	19	23	14
15.1 to 20	5	4	5	5	19	14	10	19
20.1 to 25	4	4	1	1	7	7	8	6
Over 25	1	-	-	-	5	2	-	3
Total Countries	22	22	22	22	54	54	54	54
Median Percentage	14.5	14.5	14.0	12.8	16.7	14.4	13.7	15.4

Table 17: Median percentage share of education in total government expenditure

	Number of Countries	1970	1975	1980	1985
DEVELOPING COUNTRIES	54	16.7	14.4	13.7	15.4
Sub-Saharan Africa	13	16.5	17.0	14.4	17.0
Arab States	8	14.0	13.0	11.0	14.3
Latin America / Caribbean	15	18.4	15.7	14.3	15.7
Eastern Asia	7	17.7	13.9	14.6	16.3
Southern Asia	6	10.1	10.8	9.4	10.0
DEVELOPED COUNTRIES	22	14.5	14.5	14.0	12.8

Figure 9: Median percentage share of education in total government expenditure in developed and developing countries



Current Expenditure Per Pupil in US dollars

* Current expenditure in US dollars per pupil enrolled at all levels of education in 1987 was around 22 times higher in developed than in developing countries;

* Current expenditure in US dollars per pupil enrolled in pre-primary, first and second level education in 1987 in developed countries was around:

  - 23 times higher than in developing countries (unchanged from 1970);
  - 26 times higher than in Sub-Saharan Africa (compared to 10 times higher in 1970);
  - 9 times higher than in the Arab States region (compared to 7 times higher in 1970);
  - 10 times higher than in Latin America and the Caribbean (compared to 9 times higher in 1970);
  - 41 times higher than in Eastern Asia (compared to 39 times higher in 1970);
  - 27 times higher than in Southern Asia (compared to 33 times higher in 1970).

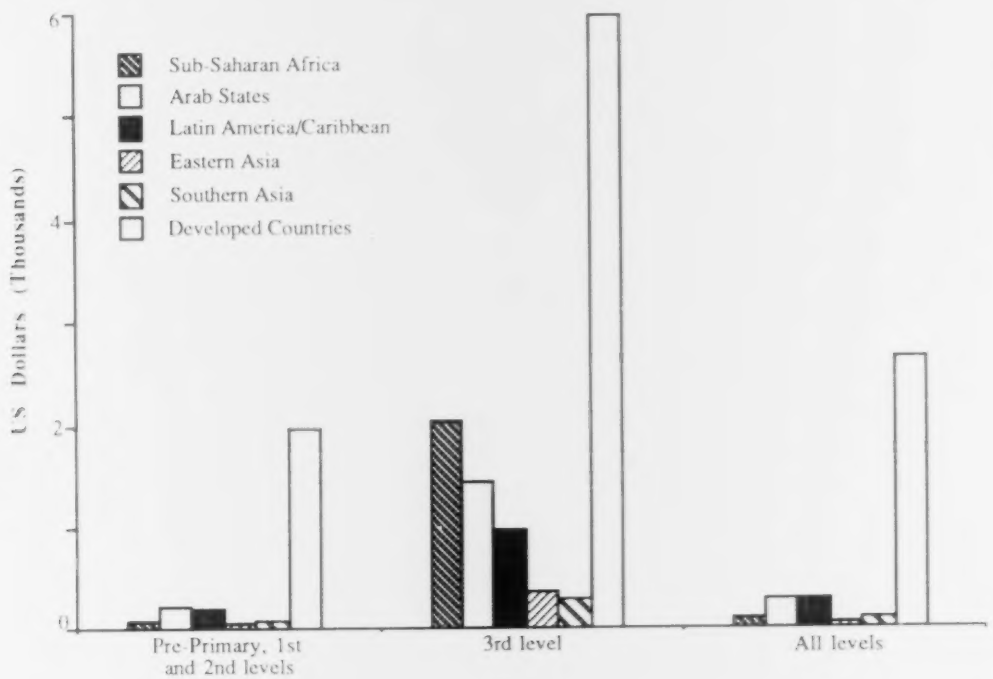
* At the third level of education, the relative imbalance between developed and developing countries in current expenditure in US dollars per pupil in 1987 was generally less pronounced than in pre-primary, first and second level education:

  - The smallest relative imbalance was in respect to Sub-Saharan Africa (2.9 times higher in developed countries);
  - The largest relative imbalance was in respect to Southern Asia (20 times higher in developed countries);
  - Only in respect to the Arab States region did the relative imbalance narrow between 1970 and 1987 (from 4.4 times higher in developed countries in 1970 to 4.2 times higher in 1987).

Table 18: Public current expenditure per pupil in US dollars by level of education

	No. of Countries	Years	All levels	Pre-Primary + First level	Second level	Pre-Primary+ First+Second levels	Third level
Developing Countries	72	1970	...	...	...	19	...
		1975	49	...	...	33	376
		1980	106	...	...	73	661
		1987	122	...	...	86	581
Sub-Saharan Africa	26	1970	57	27	195	42	1706
		1975	101	49	251	75	2469
		1980	133	70	296	101	3521
		1987	99	54	195	76	2043
Arab States	11	1970	76	...	...	62	429
		1975	140	...	...	105	633
		1980	227	...	...	174	1019
		1987	295	...	...	221	1426
Latin America/Caribbean	25	1970	80	36	120	49	411
		1975	166	81	196	100	694
		1980	328	164	326	195	1286
		1987	302	175	269	193	972
Eastern Asia	8	1970	...	...	...	11	...
		1975	19	...	...	17	353
		1980	46	...	...	36	538
		1987	64	35	84	48	377
Southern Asia	5	1970	19	8	29	13	128
		1975	32	17	34	21	116
		1980	83	50	96	63	195
		1987	99	60	103	74	304
Developed Countries	31	1970	592	...	...	434	1870
		1975	1098	...	...	834	2637
		1980	1862	...	...	1417	4019
		1987	2645	...	...	1969	5980

Figure 10: Public current expenditure per pupil in US dollars, around 1987



Current Expenditure Per Pupil expressed in units of GNP per capita

- In 1987, current expenditure per pupil enrolled at all levels of education, expressed in units of GNP per capita, was 32 per cent higher in developed than in developing countries (0.25 units of GNP per capita in developed countries compared to 0.19 units of GNP per capita in developing countries); however, in Sub-Saharan Africa such expenditure was higher than in developed countries;

- For pre-primary, first and second level education, current expenditure per pupil in 1987, expressed in units of GNP per capita, was 46 per cent higher in developed than in developing countries; however, in Sub-Saharan Africa again, such expenditure was higher than in developed countries;

- For third level education, the positions of developed and developing countries are reversed:

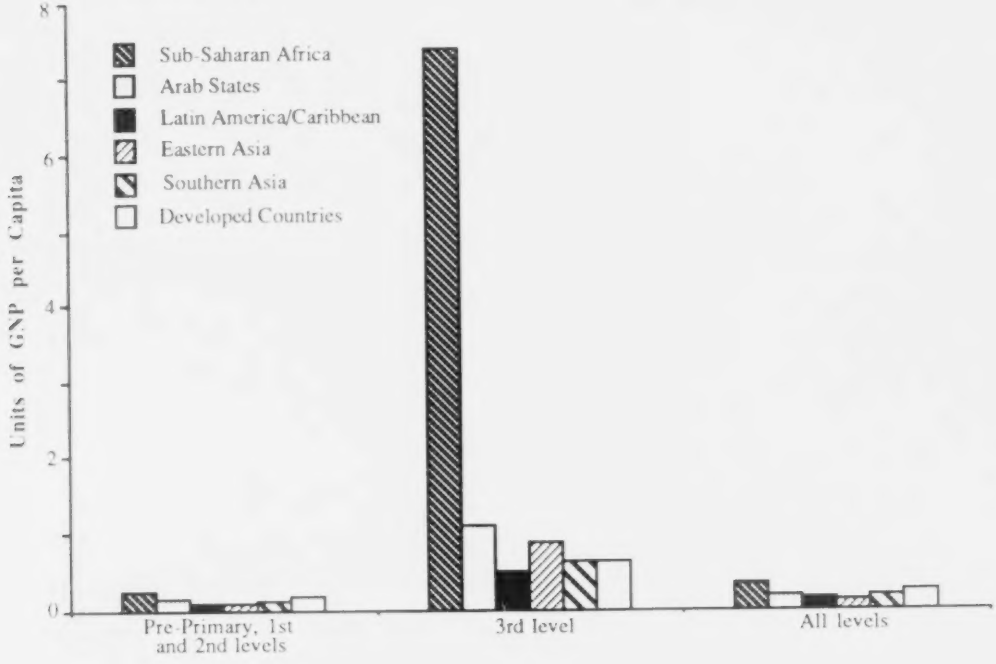
  - Current expenditure per pupil in 1987, expressed in units of GNP per capita was 33 per cent lower in developed than in developing countries;

  - In Sub-Saharan Africa such expenditure, although still substantially higher than in any other region, was relatively less so than in the 1970s.

Table 19: Public current expenditure per pupil in units of GNP per capita by level of education

	No. of Countries	Years	All levels	Pre-Primary + First level	Second level	Pre-Primary+ First+Second levels	Third level
Developing Countries	72	1970	...	...	...	0.11	...
		1975	0.15	...	...	0.10	1.2
		1980	0.17	...	...	0.12	1.1
		1987	0.19	...	...	0.13	0.9
Sub-Saharan Africa	26	1970	0.45	0.21	1.54	0.33	13.4
		1975	0.44	0.21	1.09	0.33	10.7
		1980	0.32	0.17	0.72	0.24	8.5
		1987	0.36	0.19	0.70	0.27	7.4
Arab States	11	1970	0.29	...	...	0.24	1.6
		1975	0.21	...	...	0.16	0.9
		1980	0.16	...	...	0.13	0.7
		1987	0.22	...	...	0.17	1.1
Latin America/Caribbean	25	1970	0.14	0.06	0.21	0.09	0.7
		1975	0.15	0.07	0.18	0.09	0.6
		1980	0.14	0.07	0.14	0.09	0.6
		1987	0.16	0.09	0.14	0.10	0.5
Eastern Asia	8	1970	...	...	...	0.08	...
		1975	0.09	...	...	0.08	1.6
		1980	0.11	...	...	0.09	1.3
		1987	0.12	0.08	0.19	0.11	0.9
Southern Asia	5	1970	0.17	0.07	0.26	0.12	1.2
		1975	0.17	0.09	0.18	0.11	0.6
		1980	0.24	0.15	0.28	0.19	0.6
		1987	0.19	0.12	0.20	0.14	0.6
Developed Countries	31	1970	0.24	...	...	0.17	0.7
		1975	0.24	...	...	0.18	0.6
		1980	0.23	...	...	0.18	0.5
		1987	0.25	...	...	0.19	0.6

Figure 11: Public current expenditure per pupil in units of GNP per capita, around 1987



Current Expenditure by Purpose

- In 22 developed countries and 68 developing countries for which data are available for 1987 or thereabouts, around two-third of public current expenditure on education, in both cases, was devoted to teachers' emoluments;
- There appears to be little difference between developed and developing countries as regards the shares of total current expenditure devoted to other purposes such as administration, teaching materials and scholarships/welfare services but firm conclusions are precluded by the large shares of other/undistributed expenditure in both developed and developing countries.
- Excluding countries where the share of other/undistributed expenditure is 15 per cent or more of total current expenditure does not significantly change the above picture; nevertheless, tables of the distribution of countries according to the percentage share of total current expenditure in or around 1987 devoted to various purposes shows that:
  - The median percentage share devoted to teachers' emoluments was marginally higher in developing than in developed countries (70.9 per cent compared to 68.2 per cent);
  - The median percentage share devoted to teaching materials was somewhat higher in developed than in developing countries (4 per cent compared to 2.6 per cent);
  - The median percentage share devoted to scholarships and welfare services was somewhat higher in developed than in developing countries (8.7 per cent compared to 5.7 per cent), although there was a cluster of developing countries (around one-third of the total) where the median percentage share devoted to scholarships and welfare services was over 15 per cent.

Table 20: Percentage breakdown of current expenditure on education by purpose around 1987

	No of Countries	Total Current Expenditure	Administration	Teachers' Emoluments	Teaching Materials	Scholarships & Welfare Services	Other/ Undistributed
Developing Countries	68	100.0	9.9	64.4	5.4	6.1	14.2
Sub-Saharan Africa	24	100.0	8.8	69.7	2.2	7.9	11.4
Arab States	11	100.0	12.2	73.6	2.4	5.4	6.4
Latin America/Caribbean	19	100.0	8.9	65.2	3.6	9.1	13.2
Eastern Asia	8	100.0	10.4	61.5	10.1	5.3	12.7
Southern Asia	2	100.0	9.1	62.8	1.1	3.1	23.9
Oceania	7	100.0	13.0	61.9	5.2	12.3	7.6
Developed Countries	22	100.0	5.8	66.7	3.5	7.8	16.2

Table 21: Number of countries (around 1987) by percentage share of total current expenditure devoted to:

(a) Teachers' emoluments

Percentage Share	Developed Countries	Developing Countries
50.0 and under	1	5
50.1 to 60	3	8
60.1 to 70	6	9
70.1 to 80	1	14
80.1 to 90	2	10
90.1 to 100	-	2
Total Countries *	13	48
Median Percentage	68.2	70.9

(b) Teaching materials **(c) Scholarships & welfare services**

Percentage Share	Developed Countries	Developing Countries	Developed Countries	Developing Countries
5.0 and under	8	35	4	21
5.1 to 10	2	9	3	10
10.1 to 15	-	2	5	3
15.1 to 20	1	1	1	8
20.1 to 25	2	1	-	2
25.1 to 30	-	-	-	4
Total Countries *	13	48	13	48
Median Percentage	4.0	2.6	8.7	5.7

* *Excluding countries where the combined share of other/undistributed expenditure is 15 percent or more*

Remuneration of Primary Education Personnel

- In 20 developed countries for which data are available, the median percentage change in the average remuneration of primary education personnel in constant prices over the period 1980-1987 was an increase of 11 per cent;
- In 56 developing countries over the same period the corresponding figure was a decrease of 8 per cent;
  - The decrease was pronounced in Latin America and the Caribbean (-14 per cent) and Sub-Saharan Africa (-13 per cent);
  - For Asia and Oceania there was a substantial increase (+28 per cent);
- Relative to GNP per capita, the median percentage change in the average remuneration of primary education personnel over the period 1980-1987 was a decrease of 4 per cent in developed countries and a decrease of 5 per cent in developing countries;
  - In Sub-Saharan Africa and Latin America and the Caribbean there were decreases of 11 per cent and 13 per cent respectively;
  - In Arab States and Asia/Oceania there were increases of 20 per cent and 13 per cent respectively.

The average remuneration of primary education personnel is estimated by dividing the total expenditure on salaries and allowances of primary education personnel by the total number of primary teachers. Data are unavailable on the total number of non-teaching staff, hence it is tacitly assumed in these tables that changes over time in the number of non-teaching staff are proportional to changes in the number of teachers.

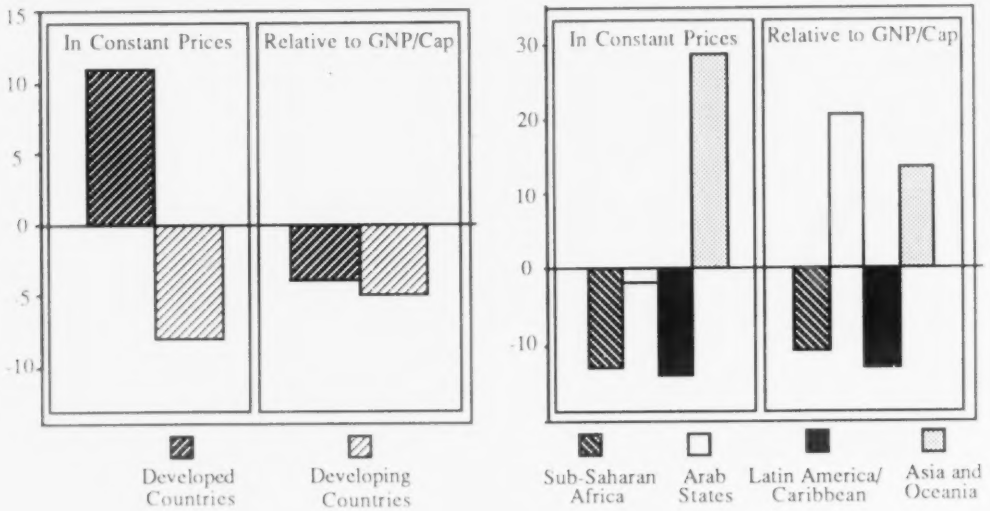
Table 22: Number of countries by percentage change in average remuneration of primary education personnel, in constant prices, 1980-87

Percentage Change	Developed Countries	Developing Countries	Sub-Saharan Africa	Arab States	Latin America/ Caribbean	Asia/ Oceania
-20.0% and under	1	18	9	2	8	-
-19.9% to -10%	1	8	4	-	3	1
-9.9% to 0%	3	10	5	1	3	1
0.1% to 10%	5	3	1	-	-	1
10.1% to 20%	6	2	1	-	1	-
Over 20%	4	15	2	2	3	7
Total Countries	20	56	22	5	18	10
Median of % Changes	+ 11%	- 8%	- 13%	- 2%	- 14%	+ 28%

Table 23: Number of countries by percentage change in average remuneration of primary education personnel, in units of GNP per capita, 1980-87

Percentage Change	Developed Countries	Developing Countries	Sub-Saharan Africa	Arab States	Latin America/ Caribbean	Asia/ Oceania
-20.0% and under	1	12	6	1	5	1
-19.9% to -10%	6	13	6	-	5	1
-9.9% to 0%	5	7	3	1	2	-
0.1% to 10%	4	6	3	-	2	1
10.1% to 20%	1	7	2	-	1	4
Over 20%	3	11	2	3	3	3
Total Countries	20	56	22	5	18	10
Median of % Changes	- 4%	- 5%	- 11%	+ 20%	- 13%	+ 13%

Figure 12: Median percentage changes in average remuneration of primary education personnel, 1980-87



V. DEMOGRAPHIC AND ENROLMENT PROSPECTS IN THE YEAR 2000

Universal Primary Education in the year 2000

In the **World**, as a whole, the enrolment projections suggest that there should continue to be enough school places to enrol all children of primary school age. In assimilating this information it should be recalled that these averages mask disparities between regions and that the indicator used, the adjusted gross enrolment ratio for primary education (GER), is inflated due to children starting primary school after the official entrance age and to the level of repetition. Thus, it may be considered that this GER provides a measure of the capacity of the primary school system.

As regards primary education, in the year 2000, a certain number of conclusions could be drawn based on past enrolment trends:

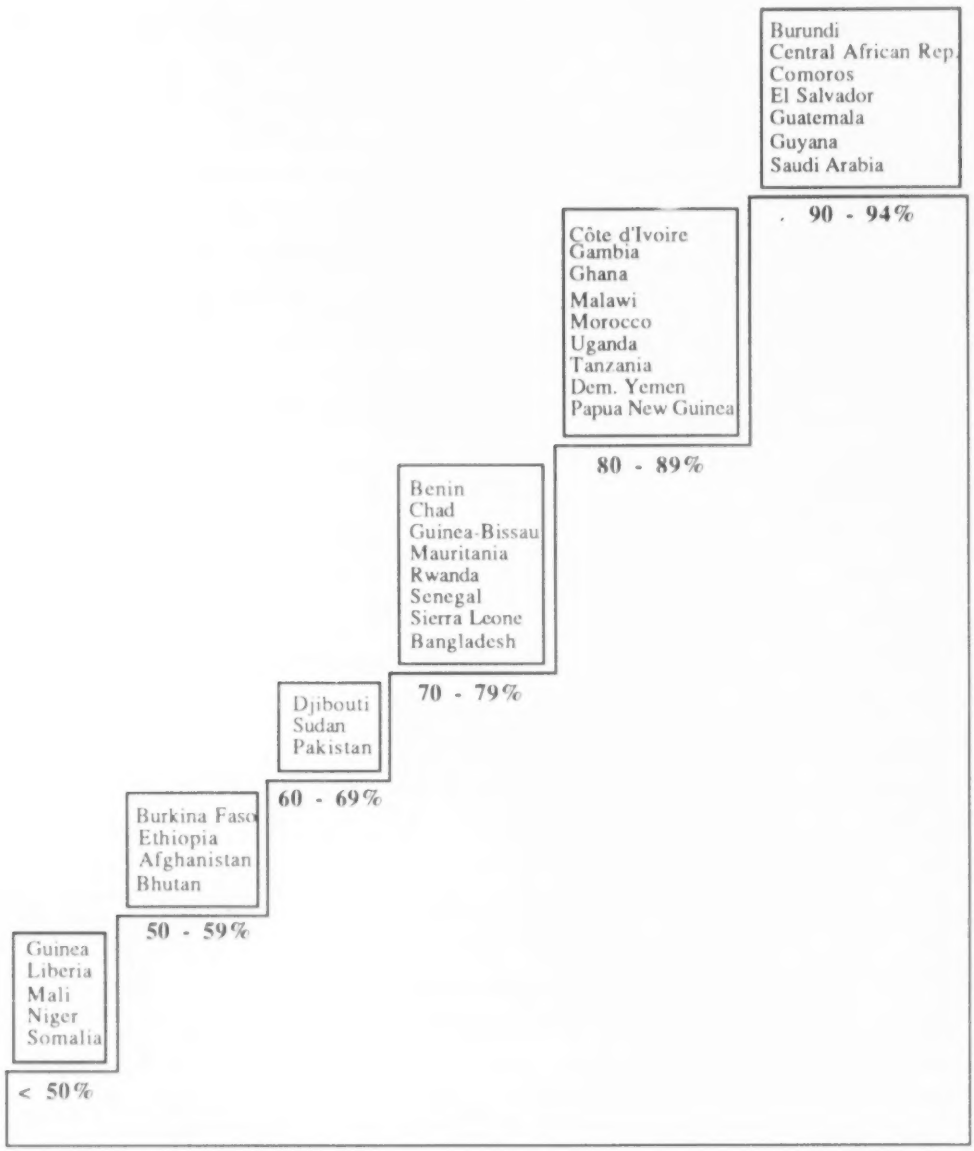
* For the ***Developed Countries*** the provision of universal primary education (UPE) would continue;
* For *Eastern Asia* and *Latin America and the Caribbean*, there would continue to exist a surplus of primary school places and it would be fair to surmise that the countries in these two sub-regions would either be on the verge of attaining or would have attained UPE;
* For *Southern Asia*, the capacity to enrol all children of primary school age should be on the point of being achieved around the year 2000;
* For *Sub-Saharan Africa* and *the Arab States*, however, the regional projections imply an insufficient number of school places to enrol all children of primary school age;
* For *Sub-Saharan Africa*, *Arab States* and *Southern Asia*, the projections indicate an appreciable disparity between the proportions of the male and female populations enrolled - a major hurdle to be overcome in the drive towards UPE.

If a gross enrolment ratio of 95% or more is taken as the criterion for distinguishing countries which have either reached or are approaching universal primary education (UPE), it is forecast that in the year 2000:

* For the ***Developing Countries*** as a bloc, 1 out of 5 children of primary school age would be living in countries where UPE would not have been achieved;
* For *Eastern Asia*, all primary school age children should be enrolled i.e. UPE should be a reality if past enrolment trends were to continue unabated;
* For *Latin America and the Caribbean*, although 3 countries are expected to have gross enrolment ratios below 95%, they should nevertheless be on the threshold of achieving UPE. These countries account for 5 percent of the region's primary school age population.
* For *Sub-Saharan Africa*, *Arab States* and *Southern Asia*, a considerable effort should still be needed to achieve UPE at the end of this century. In Southern Asia approximately 1 out of 4 children of primary school age would be living in countries where UPE would remain unattained. For the Arab States the corresponding figure would be 2 out of 5 children and in Sub-Saharan Africa 1 out of 2 children.

The enrolment projections are an extrapolation of past enrolment trends. Information on the methodology used may be found in "Trends and Projections of Enrolment by Level of Education and by Age, 1960-2025, (as assessed in 1989)", Unesco, 1989.

Figure 13: Developing countries: gross enrolment ratio for primary education in the year 2000 - both sexes



Proportion of the primary school-age population of developing countries represented by each group of countries

1.3 %	2.7 %	4.9 %	4.6 %	4.7 %	1.5 %

All Developing Countries not listed in the diagram are projected to have gross enrolment ratios exceeding 95% in the year 2000 except for Angola, Congo, Cyprus, Democratic Kampuchea, Dominican Republic, Gabon, Jordan, Libyan Arab Jamahiriya, Namibia, Dem. People's Rep. of Korea and Zimbabwe. For these countries it was not possible to establish enrolment projections.

Out-of-School Youth

The estimates and projections of the number of persons aged 6-11 and 12-17 years not enrolled for 1970, 1985 and 2000 portray different trends by region. It should be borne in mind for the countries where primary education starts at age 7 or later that *the figures on out-of-school youth do not take into consideration those children enrolled in pre-primary education.*

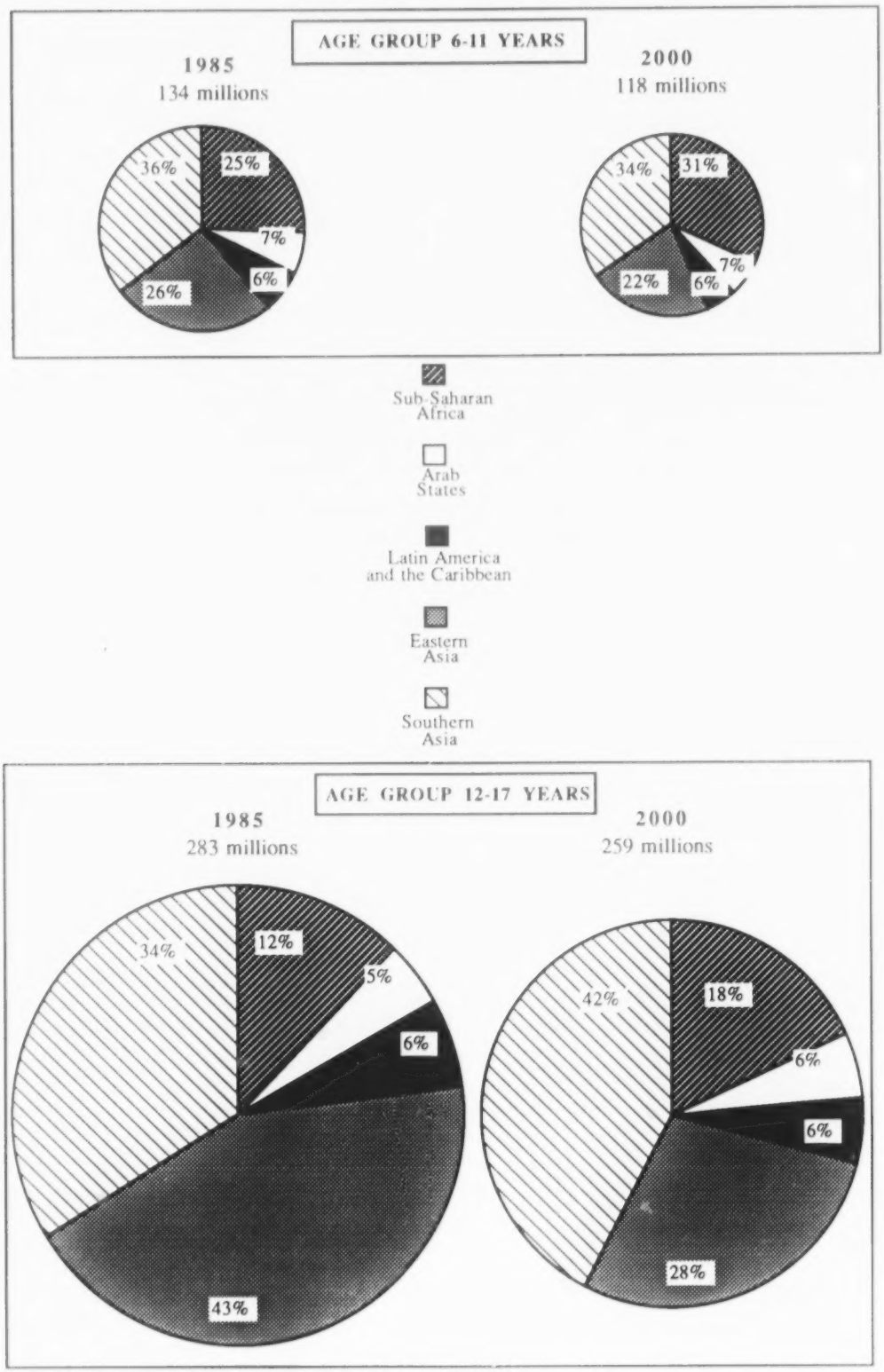
As regards the out-of-school children aged 6-11 years the following conclusions may be derived :

- For the ***Developed Countries***, the approximately 9 million children are in fact enrolled in education preceding the first level.
- For the ***Developing Countries*** as a bloc, the number of out-of-school children has declined and this is projected to continue to become 118 million in the year 2000. In all regions a decrease is observed except in Sub-Saharan Africa where a continuous increase in the number of out-of-school youth is forecast. For this latter region almost 38 million children 6-11 years would not be enrolled in school at the end of this century.
- In the period 1985 to 2000, the rate of decrease in the number of out-of-school children is projected as being much slower than that observed between 1970 and 1985.

With respect to the population aged 12-17 years not enrolled in regular education the following forecasts are made :

- For the ***Developed Countries***, a continuous decline in the number of persons in this age-group not enrolled to the year 2000.
- For the ***Developing Countries*** whereas an increase in the out-of-school youth occurred between 1970 and 1985, a decline to 259 million is projected for the year 2000 :
  - For *Latin America and the Caribbean* a continuous decrease in the 30-year period to 14 million in the year 2000 is suggested and in part is explained by the relatively long duration of primary education in a certain number of populous countries in this region.
  - For *Eastern Asia*, an appreciable increase occurred between 1970 and 1985 while the projections suggest a substantial decrease in the following 15-year period to 74 million at the end of this century.
  - For *Sub-Saharan Africa*, *Arab States* and *Southern Asia*, a continuous increase in the number of out-of-school persons is projected. At the end of this century, by region, the non-enrolled population is calculated to be 47, 15 and 111 million respectively.

Figure 14: Developing countries, out-of-school youth, both sexes



Female Enrolment in the year 2000

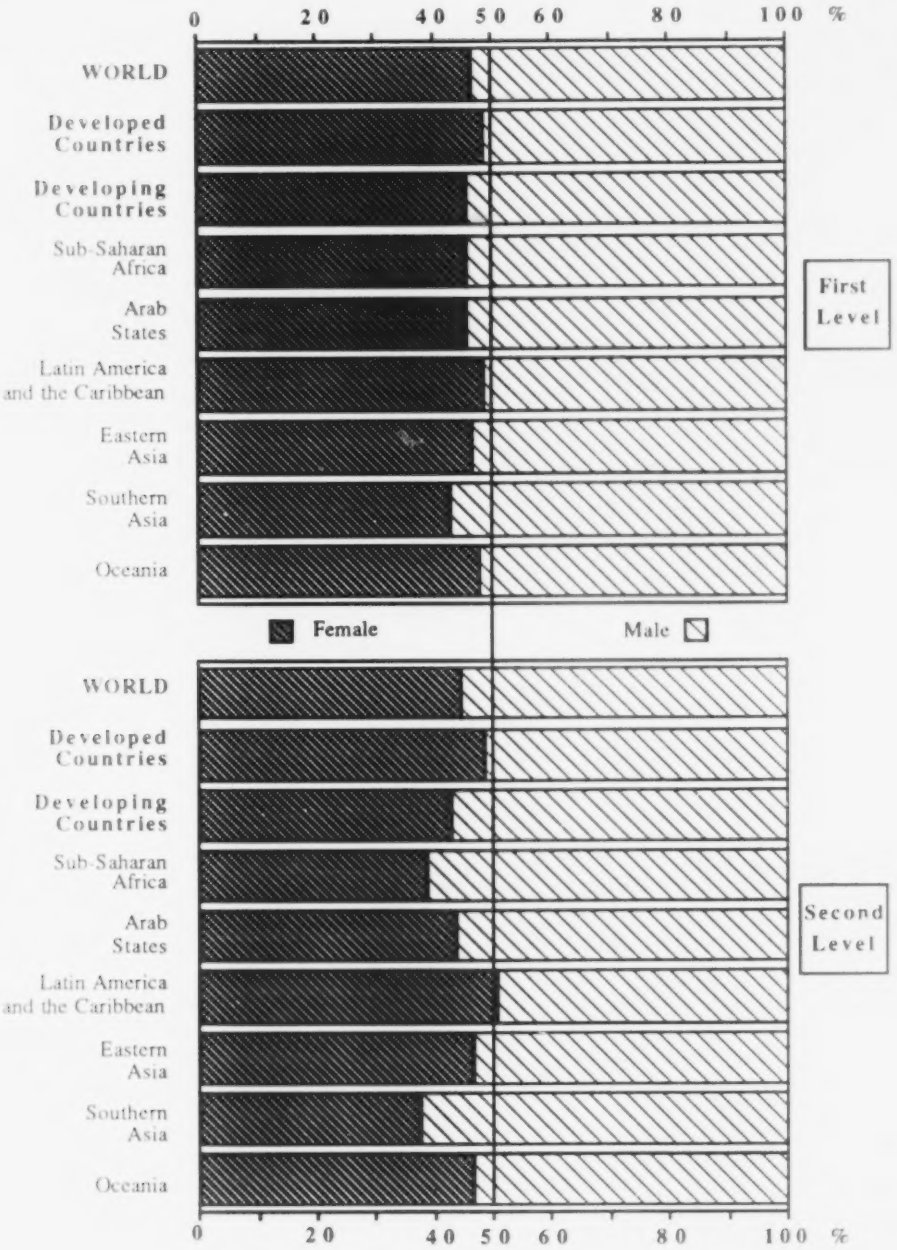
It has been mentioned earlier that the proportion of females enrolled at both levels of education has consistently increased since 1970 but by region different scenarios exist.

For the ***Developed Countries***, no disparity exists in enrolment by sex for primary and secondary education. Although the percentage of female enrolment at both levels is presently 49%, the slight bias towards males is explained by the demographic structure of the population - there are more males in the young ages of the population.

For the ***Developing Countries*** as a bloc, at neither level of education does parity in enrolment between the sexes appear to have been achieved. But different situations are projected for the six major regions of this group:

- For *Latin America and the Caribbean*, parity in enrolment between the sexes exists and is projected as continuing for first and second level education.
- For *Sub-Saharan Africa*, *Arab States*, *Eastern Asia*, *Southern Asia* and *Oceania*, the disparity presently existing in enrolment by sex for each level of education is projected to continue to exist until the end of this century, although the gap between the proportions of males and females enrolled should become narrower, particularly in primary education. In fact for these regions the disparity in enrolment between the sexes is one of the major obstacles to the achievement of Universal Primary Education.

Figure 15: Percentage of enrolment by sex and level of education in the year 2000



DEMOGRAPHIC AND ENROLMENT PROSPECTS IN THE YEAR 2000

Primary School Age Population

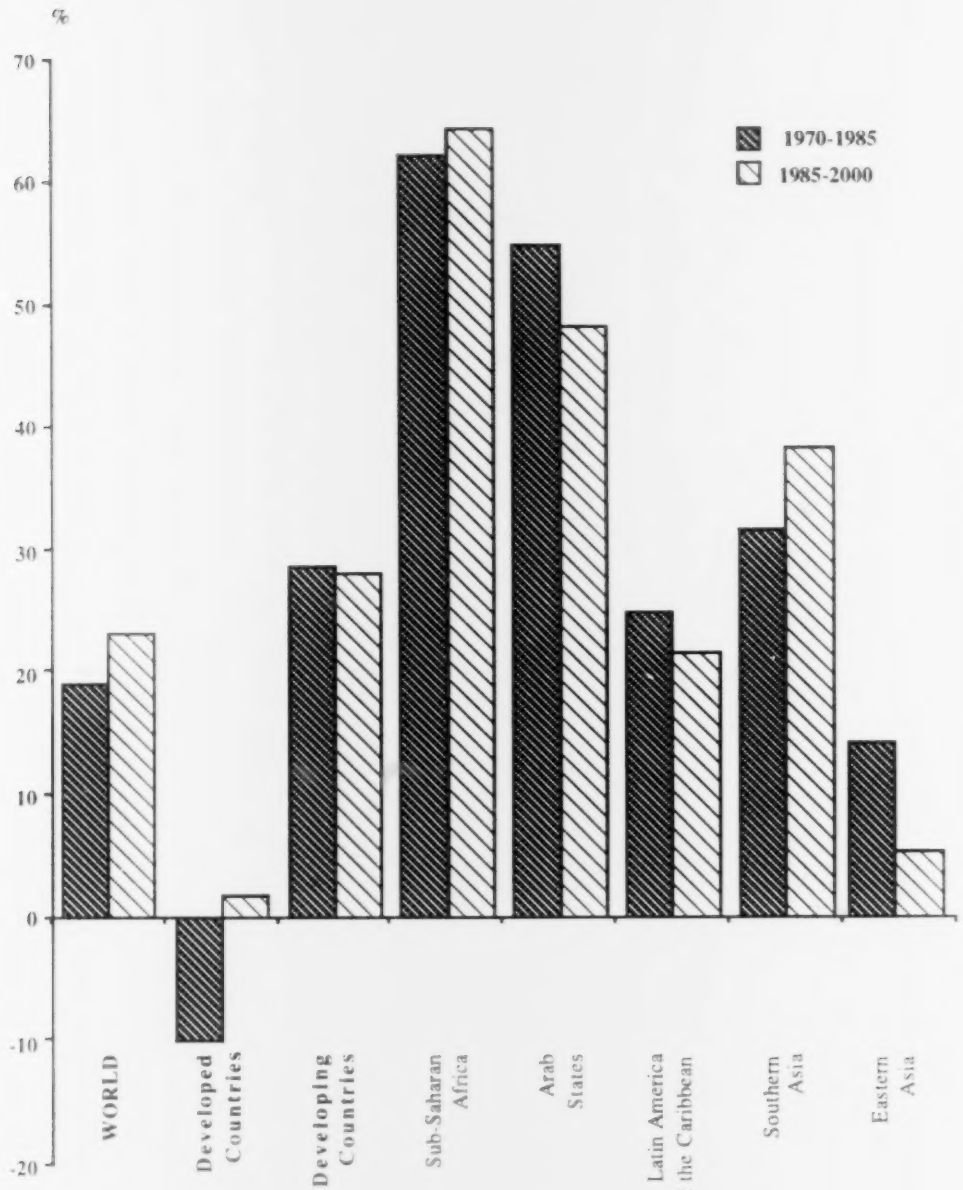
In the **World**, based on the present national systems of education, the primary school age population grew from 490 million in 1970 to 584 million in 1985 (a 19% increase) and is projected to be 719 million in the year 2000, a further 23% growth.

Looking at the estimates and projections of the primary school age population the following conclusions may be derived :

- For the ***Developed Countries*** the primary school age population declined between 1970 and 1985 from 119 to 107 million (a 10% decrease) and is projected to increase slightly to 109 million in the year 2000.
- The growth in the World primary school age population is thus accounted for by the ***Developing Countries*** which, as is to be expected, also exhibit different growth patterns by major regions:
  - A marginal increase between 1985 and 2000 for *Eastern Asia* from 171 to 180 million children of primary school age;
  - In both relative and absolute terms appreciable increases between 1985 and 2000 for *Sub-Saharan Africa, Arab States, Latin America and the Caribbean*, and *Southern Asia* are projected. In fact, absolute increases of 47, 15, 14 and 51 million respectively in the population of primary school age are projected and in relative terms the largest growth would be in Sub-Saharan Africa (64%) followed by the Arab States (48%), Southern Asia (38%) and Latin America and the Caribbean (22%).

Whereas in Latin America and the Caribbean it is projected that in the year 2000 all countries in the region should either have attained universal primary education (UPE) or be on the verge of doing so, it is in Sub-Saharan Africa, Arab States and Southern Asia where the countries not achieving UPE would be located. From the projected trends of the primary school age population it can be seen that a major factor influencing the non-attainment of the objective of UPE is the demographic pressure.

Figure 16: Percentage change in the population of primary school age



VI. ILLITERACY: TRENDS AND PROSPECTS

Unesco's estimates and projections, as assessed in 1989, at the World level lead to the following conditions:

- There were just under one thousand million adults who could not read nor write in 1985. This number is only marginally declining in 1990 and in the year 2000.
- In 1985, 30 out of 100 adults in the World were illiterate and this proportion should decline to 27 out of 100 in 1990 with a further reduction to 22 out of 100 at the end of this century.
- The overwhelming majority of the illiterate population (921 million in 1990) are and will continue to be found in the Developing Countries.
- Invariably females constitute the majority of the illiterate population and will continue to do so.

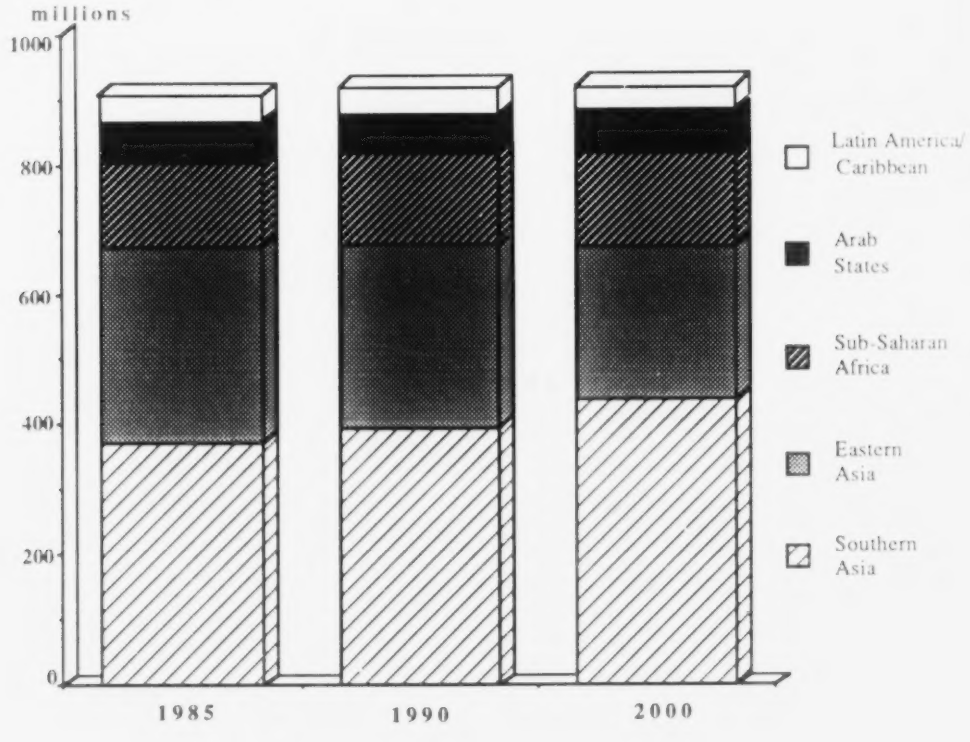
As with all averages, disparities which exist are hidden. From the estimates and projections by major sub-region for the ***Developing Countries*** the following inferences may be derived:

- Both in absolute and relative terms, *Latin America and the Caribbean* will have the best literacy situation - a decline from 18% of its adult population illiterate in 1985 to 15% in 1990 and 11% in 2000. Nevertheless, 41 million adults are projected to be illiterate in this region at the end of the century.
- *Eastern Asia* should reduce the number of illiterates by about 64 million between 1985 and 2000 leading to an appreciable reduction in the illiteracy rate- from 29% of its population in 1985 to 24% in 1990 and 17% in 2000. Despite this improvement, more than 230 million adults of the region will still be illiterate.
- For *Sub-Saharan Africa, Arab States and Southern Asia*, although the number of illiterates is projected to increase between 1985 and the end of this century, in relative terms the proportion of adult illiterates should decrease. For each of these three sub-regions, appreciable reductions in the illiteracy rates are projected with the largest decline expected in Sub-Saharan Africa followed by the Arab States. However at the end of this century almost 440 million adults will be illiterate in Southern Asia, 147 million in Sub-Saharan Africa and 66 million in the Arab States.

Table 24: Adult illiterates (age 15 and over) and illiteracy rates

	Adult Illiterates (in millions)			Illiteracy Rates (%)			Decrease 1985-2000
	1985	1990	2000	1985	1990	2000	% Points
WORLD TOTAL	965.1	962.6	942.0	29.9	26.9	22.0	-7.9
DEVELOPING COUNTRIES of which	908.1	920.6	918.5	39.4	35.1	28.1	-11.3
Sub-Saharan Africa	133.6	138.8	146.8	59.1	52.7	40.3	-18.8
Arab States	58.6	61.1	65.8	54.5	48.7	38.1	-16.4
Latin America/Caribbean	44.2	43.5	40.9	17.6	15.2	11.3	-6.3
Eastern Asia	297.3	281.0	233.7	28.7	24.0	17.0	-11.7
Southern Asia	374.1	397.3	437.0	57.7	53.8	45.9	-11.8
DEVELOPED COUNTRIES	57.0	42.0	23.5	6.2	4.4	2.3	-3.9

Figure 17: Number of adult illiterates in developing countries



ILLITERACY: TRENDS AND PROSPECTS

The estimates and projections of illiteracy by country allow the following conclusions to be made:

* Of the 963 million illiterates, estimated for 1990, 10 countries account for 702 million of this total or 73% of the World 's illiterate population - 6 are in Asia, 3 in Africa and one in Latin America and the Caribbean. As is to be expected these are among the most populous countries in these regions.
* Of these 10 countries, India and China account for just over one-half of the World's illiterates in 1990.
* 7 of these 10 countries have illiteracy rates ranging from 46% to 73%.
* In 1990, the illiteracy rate is estimated to be higher than 40% in 48 countries, 29 of them in Sub-Saharan Africa. If the present trends are not modified, in the year 2000 there will still be 32 countries in the same situation, 21 of them in Sub-Saharan Africa.
* In 1990, 10 of the 14 countries with an illiteracy rate lower than 10% are in Latin America and the Caribbean. For 2000, 16 of the 23 countries will be from this region.
* It is estimated that no country in Sub-Saharan Africa, Arab States and Southern Asia has an illiteracy rate of less than 10% in 1990.

Table 25: Distribution of developing countries according to illiteracy rates and number of illiterates

Illiteracy Rates / Number of Illiterates	Year	Less than 10%	10% to 20%	20% to 30%	30% to 40%	40% to 50%	More than 50%	Total Countries
Less than 500,000	1990	9	5	3	1	4	2	24
	2000	11	6	1	4	-	3	25
500,000 to 2 millions	1990	4	7	4	4	3	10	32
	2000	9	6	4	5	5	1	30
2 millions to 5 millions	1990	1	2	1	4	3	13	24
	2000	3	3	5	3	5	8	27
5 millions to 10 millions	1990	-	2	3	1	2	4	12
	2000	-	2	2	1	2	3	10
10 millions and above	1990	-	1	2	-	2	5	10
	2000	-	3	-	2	2	3	10
Total Countries	1990	14	17	13	10	14	34	102
	2000	23	20	12	15	14	18	102

Table 26: Countries with 10 million and more illiterates aged 15 and over in 1990

Country	Illiteracy Rates (%)	Number of Illiterates (millions)	Proportion of World Total (%)	Proportion of World Total (cum. %)
India	51.7	280	29.1	29.1
China	26.5	222	23.1	52.2
Pakistan	65.1	43	4.5	56.7
Bangladesh	64.7	42	4.4	61.1
Nigeria	49.2	29	3.0	64.1
Indonesia	22.9	27	2.8	66.9
Brazil	18.7	18	1.9	68.8
Egypt	51.5	16	1.7	70.5
Iran	46.0	15	1.5	72.0
Sudan	72.8	10	1.0	73.0
Sub-Total (10 countries)		702	73.0	
World Total		963		100

Annex 1: Enrolment by level of education (in thousands) and percentage female

		Pre-primary		1st level		2nd level	
	Year	MF	%F	MF	%F	MF	%F
WORLD TOTAL	1970	...	...	433414	45	159124	42
	1975	43553	48	513009	45	210268	43
	1980	57609	48	554758	45	245699	43
	1985	70103	48	577029	45	271966	43
	1987	77651	48	586502	45	290038	43
DEVELOPING COUNTRIES	1970	...	...	310147	43	80375	36
	1975	13716	47	398282	44	119494	38
	1980	25069	47	444366	44	157409	39
	1985	35733	47	468089	44	182863	40
	1987	42204	47	477592	45	199451	40
Sub-Saharan Africa	1970	220	44	20672	39	2543	31
	1975	478	45	30340	41	4110	32
	1980	1515	45	47499	43	8175	34
	1985	1727	48	51881	44	11576	33
	1987	1951	49	56447	45	14301	32
Arab States	1970	290	47	12609	36	3519	30
	1975	753	36	16656	38	5645	34
	1980	1189	36	20604	41	8692	37
	1985	1584	39	25013	42	12282	40
	1987	1743	40	27336	43	13586	41
Latin America/Caribbean	1970	1727	50	47050	49	7502	48
	1975	2796	50	56218	49	12568	48
	1980	4748	50	64770	49	17572	50
	1985	8262	50	69558	48	21364	51
	1987	9341	50	72173	48	23286	51
Eastern Asia	1970	...	...	152022	45	37717	41
	1975	8096	48	202872	46	61675	40
	1980	15135	48	209298	45	78745	41
	1985	19594	48	201392	46	78721	42
	1987	23837	48	194268	46	84014	43
Southern Asia	1970	848	38	71561	36	25785	28
	1975	1400	41	86062	37	31563	30
	1980	2284	44	96251	38	39783	33
	1985	4252	40	113474	40	54005	33
	1987	5032	41	120541	40	59029	34
Oceania	1970	14	50	487	44	122	44
	1975	28	49	568	44	176	45
	1980	37	49	650	45	207	46
	1985	41	46	734	46	233	47
	1987	45	47	778	47	249	47
DEVELOPED COUNTRIES	1970	24144	49	123267	49	78749	49
	1975	29837	49	114727	49	90774	49
	1980	32539	49	110392	49	88290	50
	1985	34369	49	108940	49	89103	49
	1987	35448	49	108910	49	90587	49

Annex 2: Selected indicators by country (around 1987)

Country	Illiteracy rate (1990)	Receivers per 1000 inhab.		Daily newspaper circ. per 1000 inhab.	Total enrolment	Gross enrolment ratios (%)				
						Pre-primary	First level		Second level	
		Radio	TV		Pop. 4-24	MF	MF	F	MF	F
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
DEVELOPING COUNTRIES										
Sub-Saharan Africa										
ANGOLA	58.3	49	5.4	11	23.9	19	93	85	13	9
BENIN	76.6	75	3.9	0.3	27.7	3	63	43	15	9
BOTSWANA	26.3	130	6.9	16	50.2	-	111	114	34	35
BURKINA FASO	81.8	24	4.8	0.4	12.4	1	32	24	6	4
BURUNDI	50.0	56	0.2	0.3	23.8	0.4	67	57	4	3
CAMEROON	45.8	125	12	4	48.6	9	109	100	26	20
CAPE VERDE	...	152	-	-	39.9	23	108	105	14	12
CENTRAL AFRICAN REP.	62.2	60	2.2	-	27.4	7	66	51	12	6
CHAD	70.2	237	...	0.2	19.1	2	51	29	6	2
COMOROS	...	112	0.2	-	47.6	...	80	70	30	24
CONGO	43.4	120	3.3	5	##	3	##	##	##	##
COTE D'IVOIRE	46.2	131	54	8	28.7	1	70	58	19	11
DJIBOUTI	...	89	48	-	20.4	1	45	37	15	12
EQUATORIAL GUINEA	49.8	251	5.9	...	45.6	-	108	97	10	3
ETHIOPIA	...	193	1.6	1	17.8	2	37	28	15	12
GABON	39.3	119	23	15	##	2	##	##	##	##
GAMBIA	72.8	146	-	6	25.6	3	62	47	18	11
GHANA	39.6	293	13	37	40.8	28	71	63	41	32
GUINEA	76.0	33	1.6	2	12.4	-	30	18	9	4
GUINEA-BISSAU	63.5	38	-	7	19.3	2	56	39	7	4
KENYA	30.9	90	5.7	13	54.4	26	96	93	23	19
LESOTHO	...	68	0.7	29	49.4	-	113	125	23	27
LIBERIA	60.5	224	18.1	...	21.1	29	33.5	24	15	9
MADAGASCAR	19.8	193	5.5	6	35.6	1	94	92	21	19
MALAWI	...	...	-	2	29.2	-	66	59	4	3
MALI	68.0	37	0.2	...	9.2	2	23	17	6	4
MAURITANIA	66.0	140	0.8	-	22.6	-	52	43	16	9
MAURITIUS	...	@263	@188	71	48.7	21	106	107	52	50
MOZAMBIQUE	67.0	38	...	6	20.8	11	82.9	73	5	3

Country	Duration of 1st level education	First level			P/T ratio first level	Total public exp. as % GNP	Exp. on pre-primary + 1st + 2nd levels as % total pub. exp.	First level G.E.R 2000		% increase on LYA enrolment to achieve 100% GER in 2000
		% reps	Survival to grade					M/F (%)	F (%)	
			4 (%)	final (%)						
	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
DEVELOPING COUNTRIES										
Sub-Saharan Africa										
ANGOLA	4	36	24	24	*39	5.2	85.4	##	##	71
BENIN	6	26	53	36	33	...	...	79	60	147
BOTSWANA	7	5	92	89	32	8.4	73.7	125	127	52
BURKINA FASO	6	17	82	68	65	2.5	58.5	54	49	368
BURUNDI	6	18	87	87	62	2.6	77.3	90	81	122
CAMEROON	6	29	78	70	51	3.6	...	119	113	33
CAPE VERDE	6	24	90	39	33	3.2	69.2	120	120	38
CENTRAL AFRICAN REP	6	35	77	56	63	2.9	67.8	91	80	113
CHAD	6	32	81	78	71	...	...	75	54	183
COMOROS	6	37	51	31	36	6.5	69.7	93	90	95
CONGO	6	31	85	71	66	5.1	65.6	##	##	##
COTE D'IVOIRE	6	28	78	73	36	...	82.9	87	80	169
DJIBOUTI	6	16	94	88	*43	...	...	67	63	244
EQUATORIAL GUINEA	6	...	...	...	*59	...	...	125	126	45
ETHIOPIA	6	11	56	50	49	4.2	80.2	58	51	219
GABON	6	31	56	44	46	7.0	...	##	##	##
GAMBIA	6	18	97	96	29	3.9	84.1	83	72	133
GHANA	6	...	...	...	24	3.4	63.4	80	72	119
GUINEA	6	24	70	43	40	3.3	67.7	31	22	419
GUINEA-BISSAU	6	42	46	19	25	3.3	...	77	62	142
KENYA	8	13	65	51	34	7.0	79.2	98	98	98
LESOTHO	7	23	72	52	56	4.6	67.9	128	132	40
LIBERIA	6	...	...	...	29	...	...	44	41	389
MADAGASCAR	5	35	...	..	*39	3.5	68.8	110	104	61
MALAWI	8	21	51	31	63	3.3	60.3	88	77	144
MALI	6	30	61	40	38	2.9	71.0	28	23	611
MAURITANIA	6	19	84	78	50	...	66.2	73	69	185
MAURITIUS	6	10	99	98	22	3.5	81.7	105	106	##
MOZAMBIQUE	4	25	34	34	*63	...	...	103	96	74

Country	Illiteracy rate (1990)	Receivers per 1000 inhab.		Daily newspaper circ. per 1000 inhab.	Total enrolment ——— Pop. 4-24	Gross enrolment ratios (%)				
						Pre-primary	First level		Second level	
		Radio	TV			MF	MF	F	MF	F
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
NAMIBIA	...	123	11	13	...	...	...	...	...	...
NIGER	71.6	62	2.6	1	11.7	1	29	21	6	3
NIGERIA	49.2	163	5.9	...	32.6	...	77	68	29	15
RWANDA	49.7	54	-	0.1	30.7	1	68	66	6	5
SAO TOME AND PRINCIPE	...	272	-	-	##	##	##	##	##	##
SENEGAL	61.7	103	32	8	24.8	2	60	49	15	10
SEYCHELLES	...	448	45	53	##	##	##	##	##	##
SIERRA LEONE	79.3	216	8.6	3	27.7	2	54	44	17	11
SOMALIA	75.9	38	...	...	7.4	0.3	15	10	9	6
SUDAN	72.8	229	52	5	23.8	17	49	40	20	17
SWAZILAND	...	148	12	14	52.7	5	104	103	43	42
TOGO	56.7	178	5.4	...	43.0	3	101	78	24	12
UGANDA	51.7	96	...	2	32.8	...	70	63	13	9
UNITED REP. OF TANZANIA	...	16	0.6	4	26.3	0.2	67	66	4	3
ZAIRE	28.0	98	0.6	1	32.3	2	76	68	23	14
ZAMBIA	27.1	73	15	14	39.9	0.7	97	92	18	13
ZIMBABWE	33.0	85	22	24	61.4		128	126	46	42
Arab States										
ALGERIA	42.5	227	70	36	51.3	-	96	87	54	46
BAHRAIN	22.5	518	399	43	64.5	29	110	108	85	83
DEMOCRATIC YEMEN	60.9	154	21	...	33.8	4	66	35	19	11
DJIBOUTI	...	89	48	-	20.4	1	45	37	15	12
EGYPT	51.5	310	83	54	52.5	5	90	79	69	58
IRAQ	40.3	199	65	...	50.8	7	99	91	52	39
JORDAN	19.9	237	69	43	##	##	##	##	##	##
KUWAIT	26.9	327	261	206	62.0	47	94	92	82	79
LEBANON	19.9	772	302	...	69.9	67	100	95	56	56
LIBYAN ARAB JAM	36.2	221	63	...	6.0	##	##	##	##	##
MAURITANIA	66.0	140	0.8	-	22.6	-	52	43	16	9
MOROCCO	50.5	206	#56	..	39.2	56	71	56	37	30
OMAN	...	649	739	40	45.7	3	97	92	38	29

Country	Duration of 1st level education	First level			P/T ratio first level	Total public exp. as %GNP	Exp. on pre-primary + 1st + 2nd levels as % total pub. exp.	First level G.E.R. 2000		% increase on LYA enrolment to achieve 100% GER in 2000
		% reps.	Survival to grade					MF (%)	F (%)	
			4 (%)	final (%)						
	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
NAMIBIA	7	...	...	...	...	...	...	...	...	...
NIGER	6	15	83	75	38	...	...	44	35	461
NIGERIA	6	...	...	...	44	...	...	99	91	121
RWANDA	8	10	74	46	57	3.5	83.5	74	74	133
SAO TOME AND PRINCIPE	4	35	77	77	*36	...	82.6	##	##	##
SENEGAL	6	15	92	85	54	...	...	75	65	150
SEYCHELLES	9	-	95	91	21	10.0	84.2	##	##	##
SIERRA LEONE	7	...	...	...	*33	...	...	74	67	204
SOMALIA	8	...	...	...	19	...	...	37	33	1042
SUDAN	6		82	76	35	...	...	65	54	206
SWAZILAND	7	15	82	62	34	5.5	65.6	112	111	54
TOGO	6	31	68	52	52	5.1	63.1	115	104	53
UGANDA	7	14	...	...	*33	3.9	80.6	84	85	142
UNITED REP. OF TANZANIA	7	5	90	71	33	4.1	81.7	80	82	152
ZAIRE	6	19	64	60	37	1.4	76.8	95	90	105
ZAMBIA	7	2	91	80	47	5.4	80.3	110	106	83
ZIMBABWE	7	8	82	74	39	8.5	86.7	##	##	8
Arab States										
ALGERIA	6	7	96	91	27	9.8	...	100	95	37
BAHRAIN	6	9	95	92	*21	5.0	64.1	102	103	39
DEMOCRATIC YEMEN	8	...	...	...	*26	...	...	82	57	149
DJIBOUTI	6	16	94	88	*43	...	...	67	63	244
EGYPT	6	2	99	95	*29	5.9	65.8	98	94	37
IRAQ	6	20	91	73	25	3.8	66.0	106	104	52
JORDAN	6	6	98	96	30	6.9	63.7	##	##	##
KUWAIT	4	6	90	90	18	5.0	77.1	112	111	44
LEBANON	5	...	...	...	*21	...	...	103	95	24
LIBYAN ARAB JAM.	6	10	...	...	19	10.1	...	##	##	##
MAURITANIA	6	19	84	78	50	...	66.2	73	69	185
MOROCCO	5	17	76	67	26	8.3	...	84	75	74
OMAN	6	13	99	92	26	4.0	85.1	104	102	78

Country	Illiteracy rate (1990)	Receivers per 1000 inhab.		Daily newspaper circ. per 1000 inhab.	Total enrolment	Gross enrolment ratios (%)				
						Pre-primary	First level		Second level	
		Radio	TV		Pop. 4-24	MF	MF	F	MF	F
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
QATAR	24.0	516	...	195	64.7	30	121	119	75	82
SAUDI ARABIA	37.6	272	268	...	41.6	8	72	65	44	35
SOMALIA	75.9	38	...	...	7.4	0.3	15	10	9	6
SUDAN	72.8	229	52	5	23.8	16	49	40	20	17
SYRIAN ARAB REP.	35.3	231	58	15	58.1	6	110	104	59	48
TUNISIA	34.7	171	68	...	51.8	7	117	107	40	34
UNITED ARAB EMIRATES	...	319	106	...	60.3	55	99	100	60	66
YEMEN	61.5	34	7.5	16	37.9	...	91	40	26	6
Latin America and the Caribbean										
ANTIGUA AND BARBUDA	...	301	241	...	##	##	##	##	##	##
ARGENTINA	4.5	659	217	...	72.9	54	110	110	74	78
BAHAMAS	...	502	213	159	##	##	##	##	##	##
BARBADOS	...	876	195	155	70.0	37	111	108	93	94
BELIZE	6.5	588	147	...	##	##	##	##	##	##
BOLIVIA	22.4	527	77	50	53.7	34	91	85	37	35
BRAZIL	18.7	368	191	48	53.3	30	103	98	37	42
BRITISH VIRGIN ISLANDS	...	539	215	-	##	##	##	##	##	##
CHILE	6.5	335	164	...	60.7	83	102	101	74	76
COLOMBIA	13.2	167	109	...	50.2	36	114	115	56	56
COSTA RICA	7.1	258	79	71	48.1	53	98	97	41	43
CUBA	5.7	334	193	107	60.7	86	105	101	88	92
DOMINICA	...	164	-	-	##	##	##	##	##	##
DOMINICAN REPUBLIC	16.5	462	79	42	61.9	18	101	103	74	84
ECUADOR	14.1	292	81	...	61.3	19	117	116	56	55
EL SALVADOR	27.0	401	82	...	47.4	15	79	81	29	30
GRENADA	...	510	-	...	##	##	##	##	##	##
GUATEMALA	44.8	65	37	...	36.2	18	76	70	20	19
GUYANA	3.4	303	15	80	45.8	50	90	90	55	57
HAITI	47.0	41	4.2	...	36.1	6	95	89	17	16
HONDURAS	26.9	377	67	65	46.2	19	106	108	32	36
JAMAICA	1.5	400	108	59	62.2	71	105	106	65	67

Country	Duration of 1st level education	First level			P/T ratio first level	Total public exp. as %GNP	Exp. on pre-primary + 1st + 2nd levels as % total pub. exp.	First level G.E.R. 2000		% increase on LYA enrolment to achieve 100% GER in 2000
		% reps	Survival to grade					MF (%)	F (%)	
			4 (%)	final (%)						
	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
QATAR	6	8	100	96	12	5.6	...	122	121	57
SAUDI ARABIA	6	13	95	90	16	8.6	...	92	90	140
SOMALIA	8	...	...	...	19	...	...	37	33	1042
SUDAN	6		82	76	35	...	...	65	54	206
SYRIAN ARAB REP.	6	7	95	89	26	4.7	74.1	111	108	44
TUNISIA	6	23	89	72	31	6.3	82.5	119	113	##
UNITED ARAB EMIRATES	6	6	94	88	*18	2.2	...	102	103	24
YEMEN	6	...	...	...	*50	6.0	65.0	98	75	110
Latin America and the Caribbean										
ANTIGUA AND BARBUDA	6	...	...	...	*25	2.7	67.2	##	##	##
ARGENTINA	7	...	...	...	19	4.2	65.1	108	107	##
BAHAMAS	6	...	...	...	*28	...	...	##	##	##
BARBADOS	6	...	...	...	*21	6.1	63.5	106	104	##
BELIZE	7	...	...	...	25	...	96.6	##	##	##
BOLIVIA	8	...	...	...	27	...	...	99	95	73
BRAZIL	8	20	47	22	24	4.5	...	108	105	17
BRITISH VIRGIN ISLANDS	7	10	...	...	*18		75.4	##	##	##
CHILE	8	7	97	85	*29	3.6	77.2	114	113	16
COLOMBIA	5	17	62	57	29	2.7	59.6	137	137	3
COSTA RICA	6	11	87	76	31	4.8	59.3	102	101	26
CUBA	6	8	96	91	13	6.8	69.3	105	101	##
DOMINICA	7	*5	87	79	*24	...	...	##	##	##
DOMINICAN REPUBLIC	8	17	49	35	41	1.6	63.5	##	##	19
ECUADOR	6	6	71	63	31	3.5	80.9	124	123	24
EL SALVADOR	9	8	57	31	45	...	...	93	93	71
GRENADA	7	10	100	53	26		...	##	##	##
GUATEMALA	6	4	46	36	35	1.8	...	94	89	89
GUYANA	6	6	97	84	*36	10.5	62.6	91	93	12
HAITI	6	9	40	32	38	1.9	73.2	112	112	32
HONDURAS	6	15	55	43	39	4.8	65.6	114	114	33
JAMAICA	6	3	97	82	34	5.2	72.4	107	107	##

Country	Illiteracy rate (1990)	Receivers per 1000 inhab.		Daily newspaper circ. per 1000 inhab.	Total enrolment	Gross enrolment ratios (%)				
						Pre-primary	First level		Second level	
		Radio	TV		Pop. 4-24	MF	MF	F	MF	F
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
MEXICO	12.6	241	120	127	61.1	62	118	116	53	53
NETHERLANDS ANTILLES	...	1075	323	...	##	##	##	##	##	##
NICARAGUA	...	237	60	47	47.9	17	99	104	43	58
PANAMA	11.7	220	163	...	59.2	55	106	104	60	63
PARAGUAY	9.7	165	24	...	42.7	22	102	99	30	30
PERU	14.7	241	84	...	64.4	22	122	120	65	61
ST KITTS AND NEVIS	...	500	156	-	##	##	##	##	##	##
ST LUCIA	...	710	19	31	##	##	##	##	##	##
ST VINCENT & GRENADINES	...	656	77	...	##	##	##	##	##	##
SURINAME	5.1	644	129	...	64.0	92	125	121	53	58
TRINIDAD AND TOBAGO	..	457	290	146	54.6	5	100	100	82	85
URUGUAY	3.5	594	173	...	68.4	36	110	109	72	76
VENEZUELA	11.7	395	143	...	58.0	55	110	110	46	51
Eastern Asia										
CHINA	26.5	184	17	...	42.9	34	132	124	43	37
DEMOCRATIC KAMPUCHEA	64.8	106	7.6	...	22.4	3	42	35	10	6
INDONESIA	22.9	145	40	16	53.7	18	118	115	41	35
KOREA, DEM PEO REP OF	...	110	12	...	...	...	...	...	...	...
KOREA, REPUBLIC OF	3.3	986	194	...	65.2	55	101	101	88	86
LAO PEO DEM REP	...	123	1.5	...	40.3	8	111	100	24	19
MALAYSIA	21.3	436	140	343	55.7	39	102	102	59	59
MONGOLIA	...	128	31	90	57.1	27	102	103	92	96
MYANMAR	19.4	79	1.3	14	35.2	..	99	95	24	19
PHILIPPINES	10.1	135	36	...	55.6	6	106	107	66	66
SINGAPORE	...	@306	@214	357	61.9	35	115	113	72	73
THAILAND	6.7	174	103	...	44.7	31	96	94	30	28
VIET NAM	..	99	34	..	47.0	33	102	99	42	40
Southern Asia										
AFGHANISTAN	70.6	102	7.9	...	10.5	1	21	14	8	5
BANGLADESH	64.7	40	3.3	7	27.4	63	59	49	18	11
BHUTAN	61.6	15			8.6	..	26	20	5	2

Country	Duration of 1st level education	First level			P/T ratio first level	Total public exp. as %GNP	Exp. on pre-primary + 1st + 2nd levels as % total pub. exp.	First level G.E.R. 2000		% increase on LYA enrolment to achieve 100% GER in 2000
		% reps	Survival to grade					M/F (%)	F (%)	
			4 (%)	final (%)						
	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
MEXICO	6	10	80	69	32	3.4	...	119	118	##
NETHERLANDS ANTILLES	6	...	...	...	*21	...	...	##	##	##
NICARAGUA	6	15	51	35	32	6.2	58.0	111	116	54
PANAMA	6	12	87	82	22	5.4	60.7	112	110	6
PARAGUAY	6	9	70	50	25	1.5	66.3	101	100	40
PERU	6	14	81	70	35	3.3	55.2	122	123	7
ST. KITTS AND NEVIS	7	...	...	...	22	6.6	90.4	##	##	##
ST. LUCIA	7	7	98	65	*29	7.5	77.7	##	##	##
ST. VINCENT & GRENADINES	7	...	...	...	18	6.3	99.7	##	##	##
SURINAME	6	*23	83	66	*25	10.4	77.2	137	133	##
TRINIDAD AND TOBAGO	7	4	...	...	24	5.8	84.4	105	107	18
URUGUAY	6	10	94	86	22	3.1	64.1	107	107	##
VENEZUELA	6	9	85	73	26	5.4	...	107	108	16
Eastern Asia										
CHINA	5	...	...	...	24	2.7	62.7	123	119	##
DEMOCRATIC KAMPUCHEA	6	...	...	...	*22	...	...	##	##	##
INDONESIA	6	10	89	80	28	...	...	115	113	##
KOREA, DEM. PEO. REP. OF	4	...	...	...	26	...	...	...	...	...
KOREA, REPUBLIC OF	6	-	100	99	37	4.2	85.2	98	98	##
LAO PEO. DEM. REP.	5	27	...	...	27	1.0	...	133	128	29
MALAYSIA	6	-	100	99	22	7.0	75.6	101	100	22
MONGOLIA	3	1	...	...	31	...	...	99	97	57
MYANMAR	5	...	...	...	*45	...	...	106	107	28
PHILIPPINES	6	2	81	75	31	1.7	74.6	111	110	20
SINGAPORE	6	1	100	95	*27	3.8	65.1	109	107	##
THAILAND	6	8	...	...	20	3.6	81.9	95	93	##
VIET NAM	5	...	...	...	34	...	...	108	107	22
Southern Asia										
AFGHANISTAN	8	6	89	78	37	...	...	50	30	709
BANGLADESH	5	18	29	20	48	2.2	87.3	71	65	115
BHUTAN	6	17	...	...	37	...	...	51	45	467

Country	Illiteracy rate (1990)	Receivers per 1000 inhab.		Daily newspaper circ. per 1000 inhab.	Total enrolment	Gross enrolment ratios (%)				
						Pre-primary	First level		Second level	
		Radio	TV		Pop. 4-24	MF	MF	F	MF	F
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
INDIA	51.7	77	@6.9	28	40.8	3	98	81	39	27
IRAN, ISLAMIC REP. OF	46.0	236	53	...	48.7	10	114	105	48	39
MALDIVES	...	109	21	8	##	##	##	##	##	##
NEPAL	74.4	31	1.4	...	30.7	1	82	50	26	13
PAKISTAN	65.1	86	14	...	21.1	17	40	28	19	11
SRI LANKA	11.4	187	...	31	57.6	38	104	102	66	70
Oceania										
COOK ISLANDS	...	525	.	100	##	##	##	##	##	##
FIJI	...	573	14	96	59.3	10	110	109	78	77
KIRIBATI	...	217	-	-	##	##	##	##	##	##
PAPUA NEW GUINEA	48.0	64	1.9	13	25.2	0.6	70	64	12	9
SAMOA	...	442	34	-	##	##	##	##	##	##
TONGA	...	439	-	-	##	##	##	##	##	##
Other Developing Countries										
CYPRUS	...	250	132	124	...	...	106	106	87	88
TURKEY	26.2	160	172	...	45.0	4	117	113	46	34
YUGOSLAVIA	7.0	@194	@175	108	58.0	26	95	94	80	79
DEVELOPED COUNTRIES										
ALBANIA		167	83	45	64.0	55	100	99	76	71
AUSTRALIA		1270	483	264	62.6	73	106	105	98	99
AUSTRIA		@358	480	358	61.9	72	101	101	80	81
BELGIUM		@465	@320	221	75.7	104	100	100	99	100
BULGARIA		@221	@189	316	74.1	95	104	103	76	76
CANADA		954	577	225	77.8	59	105	105	104	104
CZECHOSLOVAKIA		@256	@285	332	64.0	87	96	96	38	49
DENMARK		@451	@386	367	70.5	97	99	99	107	107
FINLAND		991	@374	543	73.5	77	101	101	106	114
FRANCE		893	@333	193	78.9	116	113	113	92	96
GERMAN DEM. REP.		663	754	570	74.3	109	106	105	77	76
GERMANY, FED. REP. OF		954	@385	345	73.0	95	101	101	94	92

Country	Duration of 1st level education	First level			P/T ratio first level	Total public exp. as % GNP	Exp. on pre-primary + 1st + 2nd levels as % total pub. exp.	First level G.E.R 2000		% increase on LYA enrolment to achieve 100% GER in 2000
		% reps	Survival to grade					MF (%)	F (%)	
			4 (%)	final (%)						
	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
INDIA	5	...	...	...	*46	3.4	61.6	108	96	39
IRAN, ISLAMIC REP. OF	5	10	90	87	22	...	80.5	112	110	47
MALDIVES	5	..	...	...	*57	...	...	##	##	##
NEPAL	5	...	...	...	35	2.8	55.6	107	92	71
PAKISTAN	5	...	...	...	*43	2.1	65.0	64	52	272
SRI LANKA	5	9	97	94	*32	3.6	93.5	103	101	##
Oceania										
COOK ISLANDS	6	...	...	...	17	...	73.6	##	##	##
FIJI	6	3	96	51	30	6.0	...	107	109	##
KIRIBATI	6	2	88	45	29	8.7	...	##	##	##
PAPUA NEW GUINEA	6	-	..	...	31	...	...	85	80	166
SAMOA	7	...	...	...	*27	...	...	##	##	##
TONGA	6	6	93	92	23	4.2	81.8	##	##	##
Other Developing Countries										
CYPRUS	6	.	99	99	22	3.6	88.2	##	##	##
TURKEY	5	8	98	97	31	2.1	65.3	131	130	6
YUGOSLAVIA	4	2	98	98	23	3.8	74.5	##	##	##
DEVELOPED COUNTRIES										
ALBANIA	8	...	...	...	20	...	...			
AUSTRALIA	6	...	...	...	*17	5.8	62.2			
AUSTRIA	4	...	...	...	11	5.9	70.1			
BELGIUM	6	16	84	78	17	5.1	71.4			
BULGARIA	8	2	96	86	18	6.9	65.6			
CANADA	8	...	...	...	*17	7.2	61.9			
CZECHOSLOVAKIA	8	1	97	93	21	5.3	67.2			
DENMARK	6	.	100	100	12	7.9	63.7			
FINLAND	6	.	98	98	*15	5.9	72.8			
FRANCE	5	6	96	94	19	5.7	70.2			
GERMAN DEM. REP.	4	..	...	...	17	..	68.2			
GERMANY, FED. REP. OF	4	1	97	97	17	4.4	66.8			

Country	Illiteracy rate (1990)	Receivers per 1000 inhab.		Daily newspaper circ. per 1000 inhab.	Total enrolment	Gross enrolment ratios (%)				
						Pre-primary	First level		Second level	
		Radio	TV		Pop. 4-24	MF	MF	F	MF	F
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
GREECE		411@	175	...	67.6	56	104	104	91	89
HUNGARY		586	402	262	70.0	94	97	97	70	70
ICELAND		@620	@297	471	67.8	51	99	100	92	89
IRELAND		580	@228	181	69.8	104	100	100	98	103
ISRAEL		470	264	...	79.5	105	95	97	83	87
ITALY		786	@257	99	65.1	86	95	95	74	73
JAPAN		863	588	566	70.3	47	102	102	96	97
LUXEMBOURG		621	249	...	55.3	100	89	89	75	74
MALTA		@352	@387	...	67.1	75	107	104	77	76
MONACO		1079	714	...	##	##	##	##	##	##
NETHERLANDS		908	469	310	72.2	-	101	102	104	103
NEW ZEALAND		923	369	328	71.4	63	106	106	85	86
NORWAY		790	@348	530	71.3	74	95	95	95	97
POLAND		@289	@263	200	70.4	51	101	101	80	82
PORTUGAL		212	@159	48	58.5	31	124	121	56	60
ROMANIA		288	@166	159	67.1	75	97	97	79	80
SAN MARINO		478	@304	...	##	##	##	##	##	##
SOUTH AFRICA		320	97	45	...	...	...	...	...	...
SPAIN		295	368	75	77.9	68	113	113	102	107
SWEDEN		875	@395	534	74.6	101	100	100	91	92
SWITZERLAND		@400	405	500	57.9	66	##	##	##	##
U. S. S. R.		685	314	442	67.0	62	105	104	98	95
UNITED KINGDOM		1145	434	421	63.6	49	106	106	83	85
UNITED STATES		2119	811	259	80.5	63	100	100	98	99

Country	Duration of 1st level education	First level			P/T ratio first level	Total public exp. as %GNP	Exp. on pre-primary + 1st + 2nd levels as % total pub. exp.	First level G.E.R 2000		% increase on LYA enrolment to achieve 100% GER in 2000
		% reps	Survival to grade					MF (%)	F (%)	
			4 (%)	final (%)						
	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
GREECE	6	0	99	99	23	2.7	79.1			
HUNGARY	8	3	97	92	14	5.6	69.7			
ICELAND	6	...	...	...	21	3.7	...			
IRELAND	6	...	...	...	27	7.1	77.2			
ISRAEL	8	13	97	93	*16	6.8	72.1			
ITALY	5	1	100	100	*14	5.1	65.7			
JAPAN	6	-	100	100	23	5.0	62.9			
LUXEMBOURG	6	6	95	86	12	...	...			
MALTA	6	2	94	94	22	3.3	75.2			
MONACO	5	...	..	...	*19	...	...			
NETHERLANDS	8	2	95	94	17	6.8	58.5			
NEW ZEALAND	6	3	96	96	*21	5.5	65.6			
NORWAY	6	-	100	100	*16	6.8	72.4			
POLAND	8	13	98	93	16	4.4	61.6			
PORTUGAL	6	...	...	...	17	4.6	81.6			
ROMANIA	8	...	...	...	21	2.1	...			
SAN MARINO	5	1	...	...	7	...	86.5			
SOUTH AFRICA	7	...	...	...	*24	...	...			
SPAIN	5	6	98	98	26	3.2	...			
SWEDEN	6	-	100	100	*16	7.4	66.6			
SWITZERLAND	6	2	99	99	*24	4.8	75.9			
U.S.S.R.	5	4	99	98	*17	7.5	77.0			
UNITED KINGDOM	6	...	...	...	20	5.0	73.2			
UNITED STATES	8	...	...	...	*22	6.8	59.8			

Annex 2: List of indicators with explanatory notes

Indicators	Explanatory Notes
1 Illiteracy rate, population aged 15 years and over, 1990.	Up-to-date estimates of the percentage of adult illiterates based on recent data included in the revised Unesco Model. This and all other relevant indicators use the 1988 U.N. population assessment.
2 Number of radio receivers per 1000 inhabitants. 3 Number of television receivers per 1000 inhabitants.	Figures are based either on estimates of the number of receivers in use or (for countries with the symbol ®) on the number of licences issued or sets declared. Generally 1986 or 1987.
4 Daily newspapers: circulation per 1000 inhabitants.	Estimated circulation of general interest newspapers. Generally 1986 or 1987.
5 Total enrolment divided by the population aged 4-24 years and expressed as a percentage. Both sexes.	The ratio is the sum of enrolment in education preceding the first level, first, second and third level expressed as a percentage of the population aged 4-24 years. Generally 1986 or 1987. ## For countries with this symbol it was not possible to calculate enrolment ratios due to inconsistencies between enrolment and population data, or the non-availability of population data by age.

6 Gross enrolment ratio, pre-primary education. Both sexes.	The ratio is the total enrolment in education preceding the first level, regardless of age, expressed as a percentage of the population age-group corresponding to the national regulations for this level of education. As regulations are extremely flexible, caution should be exercised in making inter-country comparisons. Generally 1986 or 1987. ## For countries with this symbol it was not possible to calculate enrolment ratios due to lack of enrolment data, or the non-availability of population data by age.
7 Gross enrolment ratio at the first level of education. Both sexes. 8 Gross enrolment ratio at the first level of education. Females. 9 Gross enrolment ratio at the second level of education. Both sexes. 10 Gross enrolment ratio at the second level of education. Females.	The ratio is the total enrolment at the level of education specified, regardless of age, expressed as a percentage of the population corresponding to the official school age at that level in each country. Generally 1986 or 1987. ## For countries with this symbol it was not possible to calculate enrolment ratios due to inconsistencies between enrolment and population data, or the non-availability of population data by age or the non-existence of a common education structure.
11 Duration, in years, of first level education.	The figures refer to the number of grades in first level education, according to the education system in force in each country.
12 Percentage of repeaters at the first level of education.	The total number of children still enrolled in the grade that they attended the previous year is presented as a percentage of the total enrolment at first level. Generally 1986 or 1987.

13 Percentage survival to grade 4 of first level education. 14 Percentage survival to final grade of first level education.	The percentage shows the number of children starting primary school who eventually attain the grade specified. The estimate is based on the Reconstructed Cohort Method which uses data on enrolment and repeaters for two consecutive years. Data generally refer to a cohort starting around 1985.
15 Pupil/teacher ratio at the first level of education.	This ratio gives the average number of pupils per teacher at the first level. Generally 1986 or 1987. As teaching staff includes in principle both full- and part-time teachers, comparability of these ratios may be affected as the proportion of part-time teachers varies greatly from one country to another.
16 Total public expenditure as a percentage of G.N.P.	Total public educational expenditure expressed as a percentage of Gross National Product. Around 1986. For some countries with centrally-planned economies the Net Material Product was used instead of GNP.
17 Current public expenditure on education preceding the first level plus first and second levels, as a % of total current public expenditure on education.	Total current public expenditure for each of the three levels of education was summed and expressed as a percentage of the total current public expenditure on education. Around 1986.

18 Projected gross enrolment ratio at the first level of education in 2000. Both sexes.

19 Projected gross enrolment ratio at the first level of education in 2000. Females.

Projected ratio comparing total enrolment at the first level of education, regardless of age, with the population corresponding to the official school age. Enrolment projections have not been prepared for Developed Countries.

For countries with this symbol it was not possible to calculate enrolment projections due either to inconsistencies between enrolment and population data or to declining enrolment ratios observed in recent years.

20 Percentage increase on the enrolment at first level for the latest year available, necessary to achieve a gross enrolment ratio of 100% in 2000.

This percentage compares the latest observed enrolment at first level with the population corresponding to the official school age in 2000 and indicates thus the comparative effort required to attain a gross enrolment ratio of 100% by the end of the century. This indicator is not applicable for Developed Countries.

For countries with this symbol either the last observed enrolment is higher than the projected school-age population in 2000 or inconsistencies exist between the enrolment and population data.